DOCUMENT RESUME

ED 469 415 PS 030 684

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TITLE	Oklahoma City FILM Even Start Family Literacy Program Evaluation, 2000-2001.
INSTITUTION	Oklahoma City Univ., OK.
PUB DATE	2001-07-00
NOTE	132p.; Written by the Family Education Institute Evaluation Team.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01/PC06 Plus Postage.
DESCRIPTORS	*Adult Education; Child Rearing; Educational Quality; Equivalency Tests; Family Literacy; Family Programs; *Home Visits; Lifelong Learning; Longitudinal Studies; *Parent Child Relationship; *Parent Education; Parents; Participant Characteristics; Preschool Education; Program Descriptions; Program Effectiveness; Program Evaluation; Young Children
IDENTIFIERS	*Even Start; Oklahoma (Oklahoma City)

ABSTRACT

This report presents findings from the evaluation of the Oklahoma City Public Schools Even Start Program, also called the Family Intergenerational Literacy Model (FILM), now in its twelfth full year of operation. The evaluation focuses on the total population of adult students, preschoolers, adult graduates, and preschool graduates. The significant features of FILM, validated by the Department of Education's Program Effectiveness Panel as a Developer Demonstration Project, are: (1) adult interaction education; (2) parent discussion group; (3) semi-monthly home visit interaction; (4) parent/child interaction; and (5) an early learning center serving infants through 5-year-olds. A variety of instructional materials and educational programs meet diverse needs of participants, helping parents develop self-confidence and value education so they can empower the entire family, and thereby help to break the intergenerational cycle of under-education and poverty. Data collection methods for the evaluation included observations, questionnaires, standardized instruments, and written records. Evaluation findings indicated that participants were overwhelmingly Hispanic. Since 1991-92, there was considerable variation in retention rates. This year the GED passage rate at all four combined sites was 22 percent of eligible students. Most parents reported positive changes in the way they disciplined their children. Gains in school readiness were comparable to those in the national Event Start sample study. Kindergarten teachers identified parental involvement and motivation to learn as strengths in Even Start graduates. Among Even Start graduates in first through eighth grade, mean achievement test scores were higher than classmates' mean scores. Several positive effects were noted among adult graduates. An appendix contains a collaboration and staff development report is appended. (Contains 32 references.) (KB)

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Oklahoma City FILM Even Start Family Literacy Program Evaluation

2000-2001

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Oklahoma City FILM Even Start
Family Literacy Program
2000-2001 EVALUATION REPORT

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Acknowledgment

The Oklahoma City University Evaluation Team members gratefully acknowledge the support and cooperation of Mary Brown, project director of the Oklahoma City Public Schools FILM Even Start and the Even Start staff for their help in preparing the 2000-2001 Even Start Evaluation Report. This project could not have been completed without the support of the Even Start families and Staff members involved in the program.

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OKLAHOMA CITY PUBLIC SCHOOLS EVEN START PROGRAMS
2000-2001 PROGRAM EVALUATION

I. INTRODUCTION

The Oklahoma City Public Schools FILM Even Start Program at Capitol Hill Elementary School is in its twelfth full year of operation. There are also three replication FILM Even Start sites, which are now in their fourth full year of operation. These four sites together serve the needs for family literacy in the Oklahoma City Public School District.

OVERVIEW OF FAMILY LITERACY

The second decade of Even Start brings years of experience and expertise that can make the world a better place for mankind. The question "How can we make the world a better place for those living in poverty and with low literacy skills?" is commonly heard throughout the nation. The 1990s alone gave rise to many influential new theories and concepts – one such is that of family literacy.

Family literacy (in the decade of the '90s) has meant renewal of the hopes and dreams of those less fortunate. It has meant 'giving back' to the community that has taken such an avid interest in the well-being and financial independence of its residents. It has also meant giving adults and their children the necessary skills to become literate, contributing world citizens.

The concept of family literacy has been brought to the forefront of the American conscience during the past decade through national initiatives like Even Start. Such family based

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intervention programs focus on parents with limited literacy skills and their children. Even Start and the concept of family literacy provide for a comprehensive educational delivery system. They are designed with the knowledge that literacy is a legacy passed from one generation to the next while addressing the educational needs of the family as a single unit.

The statistics for the United States' populations living in poverty are staggering. Even with all of its resources and wealth, it seems that even a world power like the United States still has to overcome issues of poverty and illiteracy among its citizens. The following statistics give only a small inclination of the problems faced by today's families living within the United States:

- One in six, 16.9 million, American children live in poverty – one in fifteen lives at less than half the poverty level.
- One in five American children are born poor.
- One in five American children are born to a mother who did not graduate from high school.
- Three in five preschoolers have a mother in the labor force.
- One in three is born to unmarried parents.
- One in eight is born to a teenage mother.
- One child in four lives with only one parent.
- One child in twenty-four lives with neither parent.
- One child in seven has no health insurance
- One in three is behind a year or more in school.
- One in eight never graduates from high school.
- The proportion of poor families with children that were poor despite being headed by somebody who worked during the year in 1999 is the highest in the 25 years for which data exists.

(Children's Defense Fund, 2001)

During the decade of the nineties, a deeper awareness of a need to service high-risk families through a comprehensive service delivery program, rather than fragmented services, evolved. Throughout the nineties and on into the new millennium, a national trend has occurred toward collaborative services for families, to empower them to have the skills to break out of the intergenerational cycle of illiteracy and governmental dependence. To transition families into independence requires extensive knowledge to provide programs that meet the needs of families. Knowing the needs of parents, as well as the needs of their children, is important to the success of family literacy programs today.

Diane Powell (2000) reported at the 2000 Southern Early Childhood Association Conference on a recent focus group study of parent concerns and challenges in Florida. The project staff conducted telephone interviews with 73 parents in a statewide study. The population represented a wide range of participants from different ethnic groups, educational completions and income levels. A synthesis, of the implications reported by parents stated that "we want information on specific topics that is easy to read and understand, and is easily accessible." From this study, four implications were outlined for schools. They were:

1. Parents need to feel welcome, comfortable and valued.
2. Parents need to feel that they and their children are treated with respect.
3. Parents value communication with the teacher and other school personnel. If communication is good, they will feel welcome and valued.
4. Provide more, and more detailed, information about the expectations the public schools have for their children.

In addition, the implications for school services and program implications were synthesized as follows:

- Support family efforts to teach values and self-esteem to children.
- Facilitate the building of supportive connections among parents.
- Reach out to fathers and promote communication between parents.
- Support families in handling concerns related to language differences within families.
- Provide culturally and linguistically sensitive and competent assistance to families whose first language is not English.

This study has some guidance for Even Start and family literacy programs because of the implications for school programs. To meet the concerns and challenges that parents experience within the school environment, family literacy programs can support parents' successful experiences in the school setting.

Historically, family and educational partnerships have primarily focused on either the child or the parent, but seldom both at the same time. Even Start and family literacy programs are changing that mentality. Such programs incorporate adult, early childhood and parent education into one family literacy-centered program that is currently being defined as:

> . . .unique among other kinds of literacy programs because it looks at literacy issues across two generations. By working with parents

> and children as a family, rather than focusing on them as individuals, a family literacy program can better reinforce the internal motivation both parents and children must have to succeed (NCFL, 1996).

These programs have evolved from societal needs and the awareness that helping the family structure through education in various areas improves the quality of life for all members. In 1989, the first national funding for family literacy was appropriated through the Even Start legislation. In 1994, the Improving America's Schools Act amended the Elementary and Secondary Education Act of 1965. According to this law, the Even Start program intends to:

> ...help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program, to be referred to as 'Even Start'. The program shall—
>
> 1) be implemented through cooperative projects that build on existing community resources to create a new range of services;
> 2) promote achievement of the National Education Goals; and
> 3) assist children and adults from low-income families to achieve to challenging State content standards and challenging State student performance standards. (P.L. 103-382, Sec. 1201)

Even Start legislation proposed to bring the family together in a comprehensive manner in order to provide comprehensive services for families to empower them to break intergenerational cycles of failure in the educational arena. Robert St. Pierre summarizes Even Start's three "core areas" of services to be provided by all projects as being:

> **Early childhood education** to meet the early education needs of children from birth through seven years of age designed to enhance development and prepare children for success in school.
>
> **Adult education** to develop the basic educational and literacy skills of the adult including adult basic education (ABE), adult secondary education (ASE), English as a second language (ESL), or preparation to attain a General Education Development certificate.
>
> **Parent education** to enhance parent-child relationships and help parents understand and support their child's growth and development. (St. Pierre, 1995)

Even Start and other family literacy initiatives provide for a foundation built upon inter -and intra-agency collaboration, therefore meeting all of the needs of individual families and their members. An emphasis is made to provide families a rich literate environment for the preschool child during those critical first five years of life in the home and in the educational setting. Ideally, both parent and child, the family, is the center of the educational system. In family literacy programs, the whole family is serviced according to educational system. Both become life-long learners by setting examples for one another and through the supportive and encouraging environment. Family literacy and Even Start are designed to create a parent who will take the responsibility as the literacy role model in the home, therefore, positively impacting the total family environment. Never before has such an initiative like Even Start and family literacy been taken in the United States. The country as a whole now sees that families must have educational support and guidance in order to become self-reliant and self-sufficient.

Three interrelated goals exemplify the family oriented approach designed to improve the educational opportunities for families through the provision, the coordination and the collaboration of direct services with other providers. The first goal of Even Start family literacy focuses on the adult parent to plan an educational program that will improve their basic skills. An individualized plan for the whole family is designed to respond to the needs of the individual family unit. The parent is key to the success of the program because they are at the helm of the family's future. The second goal emphasizes the parent as the full partner in their children's education. The phrase "the parent is the child's first teacher" provides a slogan for emphasizing the importance of the parenting role in the child's education and future. The literacy skills of the parent, as well as their attitudes about learning and education, have a direct impact on the academic achievement of their children (Schwartz, 1999). The third goal places emphasis on a comprehensive program for empowering children to reach their fullest potential as learners (Tao, 1997).

In most Even Start programs consistently identified as successful, the parents go to school with their children. Research supports the idea of parents and children attending school in a single site as contributing to program success. Building a collaborative team approach, by working with parent and child in a learning environment, is critical to the success of family literacy programs. When the child is in close proximity to the parent and observes the parent going to school, the value of education is emphasized and modeled. In the past, adult education and early childhood programs have operated in separate units. Parent involvement and adult education programs have usually been resource referrals to other agencies rather than an integrated approach that serves the family unit. Linda Jones, author of *Strategies for Involving Parents in their Children's Education,* states, "The goal of family literacy programs is to enhance the lives of both parent and child by improving skills, attitudes, values and behaviors linked to reading. These programs try to break the cycle of low literacy by focusing on the adult and child as partners in learning." (Jones, 1991).

The critical attribute for empowering families must focus on breaking the complicated cycle of poverty. Lizbeth Schorr has identified critical elements in successful family literacy programs as being those that:

1) are comprehensive, intensive, flexible, and responsive to the setting and particular local needs;
2) deal with children as parts of families and with families as parts of communities; and
3) start early and have a prevention orientation (Hayes 1997).

Testing has been used nationally to determine gains in preschool children's development over the year of participation. Such test information of young children must be used carefully and confidentially. The National Education Goals Panel (NEGP) has identified four purposes for assessing the readiness of young children in their report, *Principles and Recommendations for Early Childhood Assessments.* These purposes are:

1. To promote children's learning and development in order to shape instruction for individual children by identifying what they already know and what they need more help with;
2. To identify children who may need health or other special services (to determine whether follow-up testing is needed, not for diagnosis);
3. To monitor trends and evaluate programs and services in order to inform aggregate decisions; and

4. To assess academic achievement to hold individual students, teachers and schools accountable for desired learning outcomes (The National Education Goals Panel, 1998).

The father of Even Start, Representative William Goodling, believed that "empowering parents to truly be their children's first and most important teachers, [increases] their involvement in their children's education and improves the parent/child relationship" (Matthias, 1995). Through adult and parent education, parents can build self-esteem and confidence in their ability to assist their children in the educational experience and be active in their child's school through parental involvement.

The National Center for Family Literacy, along with the designers of the Even Start Program, have developed a model for comprehensive family literacy programs which incorporate the following principles:

- Children will be successful in reading and in related literacy events if they have parents who:
    - Value literacy in their lives and demonstrate the power of the literacy to their children;
    - Obtain pleasure from literacy learning, and demonstrate that pleasure to their children;
    - Engage in complex language usage with their children and use a rich variety of literacy activities with them;
    - Demonstrate thinking about stories and story content in relation to their lives as part of the natural communication with their children;
    - Make literacy materials available to their children in the home;
    - Accept their children's age-appropriate attempts at oral and written language usage while the parents demonstrate use of standard forms of communication;
    - Demonstrate high, but age-appropriate, expectations for their children's communications;
    - Choose, and guide their children in choosing, print and non-print materials that are consistent with standards for beginning or developing readers and writers;
    - Demonstrate pleasure from and value of playing with their children; and
    - Demonstrate use of language as a tool to solve problems that occur during play events.

- Children who have the personal capacity to learn will be successful in schooling and in academic programs in school if they:
    - Enter kindergarten ready to learn and developmentally ready for kindergarten relationships and tasks;
    - Have parents who structure their lives (the children's) so they assume responsibility for their own learning;
    - Have parents (or adult caregivers) who model the value of education and who model benefits they receive from being educated;
    - Have parents who help their children with school and schooling; and
    - Have parents who become and remain engaged in the schools where their children attend.

Some further general principles or assumptions underlie the design and the practices of comprehensive family literacy programs. Among those are:

- Children in low-literate families will have their literacy needs served best by a high-quality, developmentally-appropriate, early childhood program that is enhanced by parents who:
    - Model the value of learning and being educated;
    - Develop the capability and commitment to support and extend the school services in the home; and
    - Participate in the schools and schooling of their children as the children continue through grades or years in school.

- Parents (or adult caregivers) need concrete experiences and significant reflective practice to develop the capability to use principles of child development, motivation and support in their relationships with and support of their children. A cycle of plan-do-reflect is needed to result in their learning to use abstract concepts and principles.
- Parents of the children served generally have not had success in schools nor favorable schooling experiences. Therefore, to become active in schools with their children, they need to experience successful relations with school people *as people* and not positions.
- Parents model the worth of education and their own valuing of it both directly and indirectly. They do this indirectly by participating in an adult-education or training program while the children are in

> their own program, and directly by their active participation in the parenting program component in which parents and children work together in the children's classroom (PACT time) (Hayes, 2000).

Providing services for at-risk families is complex and requires a strong educational program that reaches into the community to provide additional support for serving a complex family system.

Even Start Family Literacy programs have been designed for the whole family. Family literacy offers a holistic look at supporting families. Family Action Plans are designed to individualize services for the family (Dwyer, 1996). A unified support system must occur that is sensitive to the individual families' needs and goals. Even Start has become a model for family literacy. "It represents a new frontier in education: a comprehensive approach that deals with the family as a learning unit" (NCFL, 1996).

DESCRIPTION OF THE FAMILY INTERGENERATIONAL LITERACY MODEL (FILM)

The Family Intergenerational Literacy Model (FILM) evolved from the Oklahoma City Public Schools Even Start program. The program was validated in 1994 by the United States Department of Education's Program Effectiveness Panel as a Developer Demonstration Project. FILM is designed to work with the entire family to increase the educational level of disadvantaged parents and children. A wide variety of instructional materials and educational programs are used to meet the diverse needs of the participants. Through the student responsive curriculum, parents develop self-confidence and learn to value education so they can empower the whole family. The FILM program is breaking the intergenerational cycle of under-education and poverty.

The significant features of FILM are found in the comprehensive components of the program. The three basic core services of an Even Start program are adult education, parenting education, and early childhood education. These three services evolved into the five elements of the Family Intergenerational Literacy Model: (1) adult interaction education, (2) parent discussion group, (3) home visit interaction, (4) parent/child interaction, and (5) early learning center. They offer a

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comprehensive educational program. The instructional model, "MODELS--a teaching for success formula," provides guidelines for teaching behavior. The logistical considerations and special characteristics of the program promote retention of the participants to provide them with strategies for breaking out of the cycle of under-education, unemployment and poverty.

Adult Interaction Education

The adult interaction education classes of FILM are based on the whole language philosophy--an approach to which many adult learners are responsive. Large group learning and small group activities, as well as individual tutoring, are planned to foster interactive learning. Learning centers are set up to enable the students to study what they feel they need to reach their own educational outcomes; therefore, they create their own objectives, goals and agendas.

A major goal of this program component is to empower parents to rediscover themselves as lifelong learners by becoming actively involved in their own learning. Setting and accomplishing short-term goals is a factor in each day's educational plans. Adult students learn to take responsibility for their own educational experiences. A critical characteristic of adult interaction education is the integration of the curriculum across the life experiences of the family. Authentic curriculum that relates to actual life experiences enables the learner to use their background knowledge to connect to new learning within a meaningful context.

Parent Discussion Group

Parent discussion group provides a responsive and interactive model that is sensitive to the changing needs of the family. As parents discuss their own situations in the parenting groups, they begin to reflect upon their own upbringing and problem-solve by applying current recommended parenting strategies. Parents learn to re-parent through cooperative group discussion and goal setting.

FILM educators focus on creating change in the way parents and children interact with each other. Parents develop strategies for communicating and responding to their children, which involve learning to talk and listen to their children. Parents also learn the importance of setting aside special time to spend with their children. As a result of the parent discussion groups, parents also develop an awareness of their parenting behavior and appropriate methods of modifying and improving parenting techniques.

The Home Visit Interaction

The home visit interaction provides the key in meeting and responding to each family's individual needs. The home facilitator goes into each family home twice a month. The curriculum is student-centered and derived from the needs and observations of the family. The home setting becomes a place where the home facilitator choreographs interplay of demonstrating or modeling parent/child interaction while parents observe and explore new behaviors.

Much of the time spent in a home visit is dedicated to literacy development. The home facilitator models how to read to the child as the parent observes the behavior. Then the parent is encouraged to read to the child as well and to practice the techniques that were modeled. Parents learn an awareness of the importance of reading to their children and how to identify books that are culturally sensitive. Books and book bags with supportive activities are generally left with the family to encourage a focus on literacy activities. The home facilitator also serves as a resource center for families to identify community service agencies like human services, mental, health, social, and community to enhance the quality of life for that family.

Parent/Child Interaction

In this component, parents, educators and children come together in an environment where the parents can practice their new parenting strategies and develop self-confidence in an interactive early childhood setting. Adult and early childhood educators provide support and modeling as the parents learn how to be involved with their children. One key activity for parents and their children is that of reading together. This activity should include books selected by the parent, which reflect different cultures and cover a variety of topics. This provides the opportunity to learn about a wide variety of interesting topics, as well as learn to read.

Parents learn to follow their child's lead rather than dominate or control it. They use responsive behaviors from the Parent discussion group like responding to and elaborating upon young children's language. Parents also utilize learned strategies for stimulating their child's cognitive and creative development. Parents ask their children questions. They learn to respond to their children's play by encouraging their children to think aloud by describing their own play.

The Early Learning Center

The early learning center incorporates the theoretical foundation of developmentally appropriate practices. It provides a multi-age environment that celebrates the unique needs of culturally and linguistically diverse preschoolers. The environment enhances the total development of the child. Children develop human relation skills and emergent literacy skills through the use of communication, children's literature, developmental writing materials, and bilingual resources that are integrated throughout the learning environment. Emergent literacy activities are used to sustain and promote both native language fluency and second language acquisition.

MODELS: A Teaching for Success Formula

FILM integrates the five elements by using an instructional design called **MODELS**. **MODELS** is based on extensive observations that revealed a consistent pattern of behavior throughout the five elements of the program. **MODELS**, a teaching for success formula, is outlined below:

Model
Observation
Discussion
Exploration
Life skill integration
Success celebration

The teacher, initially, **M**odels the behavior or skill with the students modeling and supporting each other. The student and teacher **O**bserve the interaction as it occurs. The third step includes

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Discussion or questions about the skill. The student is then encouraged to **E**xplore through practice and activities in a supportive environment where mistakes are considered opportunities for learning. In the fifth stage, the student applies the new knowledge or skills to a real **L**ife situation. Finally, the students share and celebrate their **S**uccess.

Special Considerations for Building Quality Family Literacy Programs

The five essential elements of the FILM program create a sophisticated delivery system that involves comprehensive collaboration of services for implementation. Two areas for special consideration that have been identified as promoting families' attendance and retention in FILM include logistical considerations and special program features. These considerations and features have been identified through the FILM research and are additionally supported in the *Guide to Quality Even Start Family Literacy Programs,* as being important to family literacy programs for the retention of families and successful completion of the program.

Logistical Considerations

Several logistical considerations have been identified which enable parents to participate on a regular basis and which enhance families' retention in a family literacy program. FILM research has identified four logistical factors that contribute to continued participation in the program as being:

Logistical Considerations

- **Early learning center serving infants through five-years old**
- **Transportation for families**
- **One meal on site**
- **Single site for services**

The logistical considerations provide support for both the group and individual. When dealing with undereducated families living in poverty situations, there are frequent problems that exist

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that prevent parents from providing even the basic of needs for their children and themselves. Family literacy programs that provide services that meet the needs of the families enhance retention and attendance.

The **early learning center** provides a program where all preschool children are ideally at a single site close to their parents. The early learning center includes an appropriate development educational program for infants through five years of age. Parents can focus on their educational goals when they know their children are in a supportive climate.

Transportation is essential for families to continue their education in a consistent manner. When consistent transportation is available, adults and their children can attend school on a regular basis. School buses or vans are used to support families who need transportation.

A minimum of **one meal on site** provides nutrition for families so they can have at least one basic need met before beginning their educational experience. Providing the families breakfast or another meal enhances their ability to focus and learn.

A **single site for services** for adult and early childhood education is ideal. When parents take their children to a classroom in close proximity to their own, they feel a sense of security in knowing their small children are just a few steps away. The single site also offers more integration of program components and provides opportunities to plan and build connections on a daily basis both informally and formally for the staff.

Special Program Features

Special program features have also been identified by FILM researchers and participants, that enhance the FILM program. The program features are comprehensive to meet the needs of those families with limited resources. Those special program features include:

Special Program Features

- **Success celebration events**
- **Integrated staff planning**
- **Intensity of services**
- **Collaborations**
- **Staff development**
- **Transitions**

Each special feature has been identified through the FILM research and supported by the *Guide to Quality Even Start Family Literacy Programs.* **Success celebration events** build a positive atmosphere for adults who have historically had limited success in the traditional educational system. It is essential for the adults, and children, to experience positive success through the educational program so their values and attitudes change. Large-scale events like graduation ceremonies and simple pats on the back for a job well done are ways that each individual's success can be celebrated.

Integrated staff planning in a family literacy program involves team planning, integrated curriculum, and the integration of the educational experience into the families' everyday life situations. Common messages that develop consistent attitudes by the participants require the staff to build a common philosophy as they work and plan together on a regular basis. Time is set aside for all of the staff to plan curriculum and to plan for the needs of individual families.

The commitment to attend and participate in comprehensive services to improve the adults' family situation is essential for success. Family literacy programs that are comprehensive and provide for **intensity of services** have long-term effects on the whole family. Those families who participate in the program on a regular basis are more likely to complete their goals and have a better quality of life. Retention, regular attendance, and educationally intense programs are a necessity for success to occur. Intensity of services provides adults the opportunity to master the skills they are lacking. Mastery of those skills creates self-sustainability for the family.

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Collaboration of agencies is another essential feature that meets the diverse needs of families who have access to limited resources. Collaboration with outside agencies provides a network of resources that families need. Collaborative efforts within the surrounding community can eliminate a duplication of services and provides a more efficient network for not only the families in the program, but also for the entire community.

Staff development is essential for a quality family literacy program. It is important that the staff function as a team with a broad knowledge base in early childhood, adult and parent education, as well as the ability to access interagency services to respond to the diversity of each family's needs. By providing for quality staff development, the program insures its future success. All staff members need to attend staff development and training workshops in order to stay abreast of the current trends and findings in education. A qualified and knowledgeable staff is better equipped to meet the diverse needs of the families that are being served.

As family members complete family literacy programs, **transitions** must be planned for adults, as well as for children. Ideally, family literacy programs provide a responsive and comprehensive program for the whole family. As family members develop social and educational skills to be successful in society, they must transition out of the program and into the "real world" of jobs, public schools, other programs, or life situations. Adults may transition into advanced educational programs and/or employment situations. As adults reach their educational goals, their self-esteem and confidence improve. Children will be moving into formal educational programs that remove them from their parents. Parents must learn to take the responsibility to foster their children's transition into school. Children and parents alike need to be prepared for the transition into the traditional school environment.

Historical Overview of the OKCPS FILM Even Start Program

The Oklahoma City Public School was awarded one of the original Even Start grants in 1989, which put the program in a group labeled by the national evaluators as Cohort I. The initial

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supervisor was hired in January or February of 1990 and by the first of March 1990, the additional full-time staff of a secretary and four parent facilitators was hired. The OKCPS FILM Even Start program was initially given space only for an office for the full-time staff members; therefore, during the months from April to September of 1990 the program was of necessity only a home-based program. Recruiting efforts in the six Chapter I schools, community agencies, clinics, and stores, produced by June of 1990 a case load of approximately 15 families. In September of 1990, the program obtained an additional room, which was immediately set up and used as an early childhood classroom. This made it possible to add the parent/child interaction component. Daily playgroups were scheduled which allowed each mother to attend playgroup with her child or children once a week. These playgroups were planned and led by the supervisor and the parent facilitators.

Later in the 1990-91 school year, the program obtained use of three more classrooms which consisted of an adult interaction education class (adult basic education, general education development, and English as a second language: ABE, GED, and ESL) and two early childhood classes were added to the center. A part-time adult interaction education teacher and part-time assistants for the early childhood rooms were added to the program staff. The parenting education component was incorporated in the class time for the adult students. Participants attended class four days a week for two hours each day.

During these first years it soon became apparent that many mothers who had a three or four year old also had an infant toddler. Some mothers of three or four year olds were also pregnant when they entered the program. These mothers could not provide child care for their younger children in order to attend the program with a three or four year old child. There was also a growing conviction that it was a definite advantage to include the younger children because of the opportunity for even earlier intervention and literacy training in their lives. Therefore, an infant and toddler component of the early childhood learning centers was included in the program.

Other goals that were incorporated into local program goals were more intense involvement of each staff member in planning for all parts of the program and participation in each component of the program by as many staff members as possible. In response to teacher and student requests, highlighted from a parent questionnaire, the 1992-93 school year added an hour of instruction to each of the four school days. These were the last major changes in the evolving center/home based program until the addition of three new sites in the 1997-98 program year (Brown, 1994).

II. PROCEDURE FOR EVALUATION

The framework for conducting the evaluation project of the OKCPS FILM Even Start Program, commencing in October of 1991, has been designed annually and logistically by the Oklahoma City University Evaluation Team (ET) to identify the strengths and weaknesses of the program components. This year's evaluation, completed in August 2001, focused on the total population of adult students, preschoolers, adult graduates, and preschool graduates.

The design includes the purpose of the study, which outlines the questions to be answered. The Sources of Data section explains the data collection instruments to be used. A summary of methods utilized to collect both qualitative and quantitative data follows. The major methodologies for data collection include observations, questionnaires, standardized instruments, and written records. The Data Analysis section summarizes the results of the data collection, while the final section of the written report consists of the Conclusions, Recommendations, and Impact Statements.

PURPOSE OF THE STUDY

The OKCPS FILM Even Start program at Capitol Hill elementary is in its twelfth full year of operation. The three replication FILM Even Start sites are now in their fourth full year of operation. The Oklahoma City University Evaluation Team (ET) started the extensive evaluation program during the second full year of operation. The evaluation focuses on the following questions that have been divided into five categories:

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1. What are the basic characteristics of the participants?

- What are the characteristics of the participants being served?
- What is the retention rate of the participants being served?

2. How has the program affected the adults' view of themselves as learners based on program involvement?

- What changes have resulted in the basic life skills of the graduates of the program?
- What effects has the program had on the literacy and employment skills of the adult participants?
- How has the adults' view as a learner changed as a result of involvement in the program?
- How has the program affected the self-esteem of the participants?

3. How has involvement in the Even Start affected the adults' view of themselves as parents?

- Has the program had any effect upon the participants' parenting skills?
- Has the program had a positive effect upon the family unit?
- What effects have the home visits had on the improvement of the home environment?

4. How has the early childhood education component affected the young children in the program?

- What are the effects of Even Start on the children's school readiness?
- What impact has the program had on the language and literacy skills of the children?

5. How has the quality of the Even Start program affected the adults and preschool graduates of the program?

- What effect has the program had on families currently involved in the program?
- What longitudinal effects has the program had on preschool graduates as they leave the program and particpate other educational settings?
- What longitudinal effects has the program had on the adult graduates of the program?

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SOURCES OF DATA

A variety of methods have been used in the collection of the necessary data for this evaluation. The program participants and staff were the primary subjects from which data was sought. The evaluation has gone beyond the basic, national program evaluation requirements to include a variety of activities that determine the program's impact on the parents' literacy, home environment, parenting skills, and overall changes in attitudes. In 1993, an additional component was added to identify the longitudinal progress of the preschool graduates as they entered into public and private educational settings. Achievement scores of preschool graduates who are currently in kindergarten through sixth grade were analyzed. For the past six consecutive evaluation reports, a follow-up questionnaire has been sent to all GED graduates to request information on their children's success in school, as well as their own success after leaving the program.

The following instruments were used to extend the evaluation project:

1. **The Home Screening Questionnaire (HSQ)** was used to screen the home environment. The primary purpose of the HSQ is to screen the home environments of children who are between birth and six years of age. The HSQ consists of multiple-choice, fill-in-the-blank, and yes/no questions, and includes a toy checklist on which the parent marks those toys that are available to the child in the home.

Two forms of the HSQ were used. One form is designed for children from birth to three years of age, and the other is for children from three to six years of age. The total possible score for the 0-3 HSQ is 43. A score of 32 or below constitutes a suspect screening result. A score of 33 or above constitutes a non-suspect screening result. The total possible score for the 3-6 HSQ is 56. A score of 41 or below constitutes a suspect screening result. A score of 42 or above constitutes a non-suspect screening result. Suspect screening results should be followed up with more in-depth assessments of the child's environment (Coons et al, 1981).

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2. **The Gordon Personal Profile (GPP)** was administered individually in Spanish and in English to parents participating in the program.

> The Gordon Personal Profile provides a simply obtained measure of four aspects of personality that are significant in the daily functioning of the normal person, namely Ascendancy, Responsibility, Emotional Stability, and Sociability. In addition, the profile yields a measure of Self-esteem based on the sum of the four trait scores (Gordon, 1993).

3. **Questionnaire for GED Graduates** was initially developed by the Even Start Evaluation Project Director with the cooperation of the first Even Start Program Supervisor. The purpose for using the questionnaire was to identify the changes, which have resulted in the basic life skills of the graduates of the program. The questionnaire was revised in the spring of 1998 by the ET.

4. **Questionnaire for Current Adult Participants** was written by the Even Start Evaluation Project Director in collaboration with the first Even Start Program Supervisor. The questions were developed to identify the participants' perspective of the program and its overall effects on their family and literacy skills. The questionnaire was revised in 1995 to include questions specifically related to the retention and logistical components of the program. The questionnaire was again revised in the spring of 1998 by the ET to reflect current themes in family literacy.

5. **The Preschool Language Scale-3 (PLS-3)** was used to assess receptive and expressive language skills in infants and young children. The PLS-3 also assesses behaviors considered to be language precursors. Both an English and a Spanish version are available. There are two subscales--Auditory Comprehension and Expressive Communication. When comparing scores, it may be determined whether deficiencies are primarily receptive or expressive in nature, or if they reflect an overall delay or disorder in communication. The PLS-3 was standardized with children from ages 2 weeks through 6 years, 11 months. It provides age-based standard scores, percentile ranks, and age equivalents for the Auditory Comprehension, Expressive Communication, and Total Language scores (Zimmerman, 1992).

6. **The Preschool Screening Inventory (PSI)** was used to measure school readiness. The test is written in both Spanish and English and has been used nationally in measuring at-risk students, but it has not been nationally normalized. The test compares the performance of Even Start children with that of other children via a raw score.

7. **Questionnaire for Teachers of Preschool Graduates** was originally written by the Even Start Evaluation Project Director in consultation with the Even Start Family Supervisor. The evaluation instrument is a Likert scale consisting of fifteen questions in which the preschool graduate's teacher ranks the child, compared to other children in the class, on a scale from 1-5 with 5--excellent, 4--above average, 3--average, 2--below average and 1--poor. The questions relate to areas of language, literacy, physical, social, emotional, problem solving, academic performance, family participation, and prediction for school success. Teachers are asked to comment on their observations of the child. The questionnaire was revised in the spring of 1998 by the ET.

8. **Questionnaire for Parents of Preschool Graduates** was a questionnaire developed by the Evaluation Director to follow-up parental conception of their Even Start preschool graduates. This questionnaire includes questions that reflect the child's current performance from the parent's perspective.

9. **Follow-up Achievement on Even Start Graduates in the Primary Grades** were two achievement tests administered by Oklahoma City Public Schools. Scores were obtained from the Oklahoma City Public Schools Planning Research and Evaluation Department, and the Chapter I office. Even Start preschool graduates from the follow-up research during the past three years were identified. The second, third, fourth, fifth, sixth, seventh and eighth graders were administered the Iowa Tests of Basic Skills (ITBS) by the OKCPS District. The ITBS measures general cognitive skills: Listening, Word Analysis, Vocal, Reading Comprehension, Language, Math, Work-Study, Social Studies, and Science. Current kindergartners are evaluated

by the Brigance when submitted by the kindergarten teacher. This year, only three pretests and posttests were submitted.

10. **The Comprehensive Adult Student Assessment System (CASAS)** tests a student's ability to apply basic skills to "real life" situations. This instrument was used to evaluate the adult basic education component of the program. The test was administered in the adult interaction education classes, and the data was used by the ET to compare students' progress toward literacy. The test was selected by the national evaluators because it measures the student's ability to apply skills in "real life" situations. The test consists of multiple choice questions and is designed to test the adult's ability to apply functional context by stressing the application of skills. The test has different levels for pretest and posttest test alternative forms, with a focus on math and reading.

11. **Basic English Skills Test (BEST) Form B and Form C Oral** was used to assess each ESL participant's English acquisition at the Capitol Hill, Eugene Field and Horace Mann sites. The Form C contains two sections, reading and math. Form C oral contains three sections, listening comprehension, communication, and fluency (CAL, 1989)

12. **Staff Development Report** was written by the ET and used to support conclusions and recommendations for the program.

13. **Collaboration Report** was written by the Even Start supervisor as a list of collaborators and their interactions with the staff.

DATA COLLECTION

The methodology for data collection included a wide variety of techniques. The basic instruments historically required by the national evaluation of the National Even Start programs created the core of the research. The Evaluation Team added standardized instruments, observation instruments, and questionnaires that provided additional information to measure the total program components.

The following procedures were used to collect the data:

1. Home Screening Questionnaire (HSQ)

OKCPS Even Start home facilitators administered the HSQ to all families in each of the FILM Even Start programs in the fall of 2000 and to any new families entering the program during the year. The questionnaire was administered again in April and May of 2001, and any changes in the home environment were noted. Test scores are reported in three age categories: infants and toddlers, younger preschool, and older preschool. When the information was submitted to the ET, there were no posttest scores reported for the Eisenhower site. Therefore, this site is not included in the results in this report. The test scores for Capitol Hill, Eugene Fields and Horace Mann are reflected in the charts in the following section.

2. The Gordon Personal Profile (GPP)

The GPP was administered by the site-based tester at each of the sites. A Spanish version of the test was used for those students not proficient in English. The test was administered in September and October of 2000 and in April and May of 2001.

3. Questionnaire for GED Graduates

In May of 2001, graduates of the OKCPS FILM Even Start programs received a questionnaire at their home and were asked to complete the questionnaire and return it to the ET in the stamped envelope provided. The instrument recorded the length of time each graduate participated in the program and surveyed any changes since participating in the program in the areas of education, employment opportunities, finances, family situations, parenting skills, and children's school success. The questionnaires are included in the evaluation report data analysis.

4. Questionnaire for Current Adult Participants

The questionnaires were administered by the Even Start program staff during the month of May 2001 at all four program sites. The participants completed the questionnaire in the adult interaction education classes. Since many of the questionnaires were completed in Spanish, the Even Start program staff translated the answers for the ET to be included in this report.

5. The Preschool Language Scale-3 (PLS-3)

The PLS-3 tests were administered by the site-based tester or the early childhood classroom teacher at each of the sites. The test was given in two sessions to each child individually. At the first session, the Auditory Comprehension (AC) section of the test was administered. During the second sessions, the Expressive Communication (EC) section was given. There are 48 items in both the AC and EC sections. Testing was begun at the age level one year below the child's chronological age and continued until the child received five consecutive "0" scores in a row. The PLS-3 was administered in the fall to each child who was at least three years of age by October 2000. Posttests were administered during April and May of 2001. At the Capitol Hill site, the four year old teacher administered the PLS-3 in both English and Spanish.

6. The Preschool Screening Inventory (PSI)

The PSI was administered by the bilingual site-based tester or the early childhood classroom teacher at each of the sites to each child who was at least 3 years old by October, 2000. The PSI has 32 items and was selected as a face-valid measure of school readiness. The test provides a raw score and takes approximately 10 minutes to administer. Posttests were administered during April and May of 2001.

7. Questionnaire for Teachers of Preschool Graduates

Each preschool graduate who entered kindergarten in the in the fall of 2000 was followed into their first educational setting after graduating from the Even Start program. Kindergarten teachers were mailed the Questionnaire for Teachers of Preschool Graduates form by the ET in the spring of 2001. In the OKCPS District, the Brigance Kindergarten Screening instrument is used as a pretest and posttest to screen kindergartners. The results of this test were reported in the questionnaire when both the pretest and posttest were available.

8. Questionnaire for Parents of Preschool Graduates

The ET sent these questionnaires to the parents of preschool graduates in the spring of 2001 to help determine how their children were doing in school. Preschool graduates included those from all four FILM Even Start sites. There were no questionnaires returned to the ET this year.

9. Follow-up Achievement on Even Start Graduates in the Primary Grades

This information was collected and analyzed by the Research and Analysis Department of the Oklahoma City Public Schools District and a visiting professor at Oklahoma City University compiled and wrote the section.

10. The Comprehensive Adult Student Assessment System (CASAS)

The CASAS was administered in English to the adult participants at the Eisenhower site during their adult interaction education classes by the adult interaction education teachers at that site. The pretest was administered in the fall of 2000 or as the adult entered the program. Posttests were administered in the spring of 2001. The scores were reported to the ET for data analysis.

11. Basic English Skills Test (BEST) Form C and Form C Oral

The adult interaction education teachers administered the BEST test Form B as a pretest in the fall of 2000 to the Spanish speaking adult participants at the Capitol Hill, Eugene Fields and Horace Mann sites. Form C of the test was given in the spring of 2001 as a posttest.

11. Staff Development Report

The Staff Development Report was collected by the Oklahoma City Public Schools Even Start supervisor and submitted to the ET in June 2001.

12. Collaboration Report

The Collaboration Report was written by the Even Start supervisor and is included in the appendix.

III. DATA ANALYSIS

The analysis of data included the summary of both qualitative and quantitative instruments, which provides a diverse study of the characteristics of the participants. Extensive individual interviews and data analysis has been conducted to identify strengths and weaknesses in the OKCPS FILM Even Start programs.

The following chapter combines the data for all four sites. The sites are identified as: O for the original site located at Capitol Hill Elementary School, R1 for the replication site located at Olivet Baptist Church/Eugene Field Elementary schools, R2 for the site at Wesley United Methodist Church/Horace Mann Elementary, and R3 for the site at Eisenhower Elementary school. A description of each program is included in this chapter, as well as the data analysis for that site. From the data analysis, conclusion recommendations for each individual site will be made in the fourth chapter.

A wide range of data has been collected to complete a comprehensive evaluation of the Family Intergenerational Literacy Model's effectiveness in reaching the programs' goals. The following five questions were formulated to study each of the programs' abilities to reach the determined goals:

- What are the basic characteristics of the participants?
- How has the program affected the adults' view of themselves as learners based on program involvement?
- How has involvement in the Even Start program affected the adults' view of themselves as parents?
- How has the early childhood education component affected the young children in the program?
- How has the quality of Even Start affected the adult and preschool participants and graduates of the program?

Each of these questions will be addressed individually in each section of "Data Collection and Analysis" for each of the four OKCPS Even Start sites.

CHARACTERISTICS OF PARTICIPANTS

The Characteristics of the Participants section consists of a summary of the ethnicity of the population and retention rate in the program. The retention rate has been collected from the attendance records for the Capitol Hill FILM Even Start staff to determine the effectiveness of the program in meeting family needs through the analysis of retention.

Summary of Population Ethnicity

The ethnicity of the population was determined by information collected by the site directors, which was submitted to the ET. The retention rate has been determined from attendance records of the Even Start staff to assist in assessing the effectiveness of the program in meeting family needs through the analysis of retention. The data reflects the ethnic breakdown and number of individuals attending the adult interaction education classes.

O - Capitol Hill

During the 2000-2001 program year, the number of adult women and their families served was 64. Thirty-two participants completed the Questionnaire for Current Adult Participants, and are a representation of the population of the Capitol Hill Even Start site. The ethnic breakdown is as follows:

Ethnicity	Number	Percentage
Hispanic	64	100%

The Hispanic population has increased each year except for the 1996-97 program year. The Hispanic population grew from 63 percent in 1991-92 to 100 percent in 1998-99 and again in 2000-2001. The national Even Start Hispanic population has grown from 26 percent in 1992-93 to 36 percent in 1994-95 (Tao, 1998:xiii).

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R1 - Eugene Field

For the 2000-2001 program year, 37 women were served at the R1 site. Nineteen participants completed the questionnaire and are a representation of the population of the Eugene Field Even Start site. The ethnic breakdown is as follows:

Ethnicity	**Number**	**Percentage**
Hispanic	**37**	**100%**

For each year since 1997-98, 100% of the women served at the Eugene Field Even Start site were Hispanic.

R2 - Horace Mann

The total number of adult women and their families served during the 2000-2001 program year were 28. Eighteen participants completed the questionnaire and are a representation of the population of the Horace Mann Even Start site. The ethnic breakdown is as follows:

Ethnicity	**Number**	**Percentage**
Hispanic	**28**	**100%**

Three of the four years in operation, this sites has been 100% Hispanic. Only one Asian student has attended the program over the past four years.

R3 -Eisenhower

During the 2000-2001 program year, 32 families were served. Twelve participants completed the questionnaire and are a representation of the population of the Eisenhower Even Start site. The ethnic breakdown is as follows:

Ethnicity	Number	Percentage
Hispanic	**31**	**97%**
African American	**1**	**3%**

This site has served a diverse population over the past four years. The population over the past four years has been 34% Hispanic, 45% African American, 2% Asian, and 19% Caucasian.

Summary of Retention

O - Capitol Hill

The Capitol Hill Even Start site served 64 families during the 2000-2001 program year. Fifty-six of those families stayed in the program for three months or more, with 38 adults still participating on the last day of school.

The retention rate is calculated on students who have been involved in the program for a period of at least three months and are participating at the end of the year. The retention rate for the 2000-2001 program year was 88 percent, which is the highest retention rate for the program since 1995-96 program year's retention rate of 91 percent. The retention rate has consistently remained somewhat higher than the national Even Start retention rate reported in 1996-97 of 60 percent remaining participants (Tao, 1998).

Retention Rate

Year	Retention Rate
2000-2001	88%
1999-2000	80%
1998-1999	82%
1997-1998	72%
1996-1997	86%
1995-1996	91%
1994-1995	72%
1993-1994	72%
1992-1993	79%
1991-1992	72%

R1 - Eugene Field

During the 2000-2001 program year, 37 women were served in the R1 site. Thirty of those families stayed in the program for three months or more, with 22 adults still participating on the last day of school. The retention rate for this year was 81 percent, which is somewhat higher than the retention rate for last year's program.

Year	Enrolled	Retained	Percentage
2000-2001	37	30	81%
1999-2000	43	30	69.7%
1998-1999	32	29	90%
1997-1998	23	20	87%

R2 - Horace Mann

During the 2000-2001 program year, 28 women were served at the R2 site, with 26 of those women remaining in the program for three months or more. There was a total of 20 women still enrolled in the program on the last day of school. The Horace Mann Even Start program had a

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retention rate of 93 percent for the 2000-2001 program year. This is the highest retention rate for this site in the history of that program.

Year	Enrolled	Retained	Percentage
2000-2001	28	26	93%
1999-2000	20	17	85%
1998-1999	10	8	80%
1997-1998	16	8	50%

R3 - Eisenhower

During the 2000-2001 program year, 32 families were served with 15 of those families remaining three months or more. Of those families, 13 were still enrolled on the last day of school. Even though the program began the year with twice as many participants as last year, the retention rate for the 2000-2001 program year was 46.8 percent. This retention rate was the lowest that Eisenhower has experienced during the history of the program at that site.

Year	Enrolled	Retained	Percentage
2000-2001	32	15	46.8%
1999-2000	16	13	81.2%
1998-1999	11	7	63.6%
1997-1998	8	5	62.5%

Of the four Oklahoma City FILM Even Start Program sites, Capitol Hill had the highest enrollment with 64 families starting the year, and a retention rate of 88 percent. Horace Mann had the highest retention rate with 28 families enrolled and 26 remaining in the program three months or more, resulting in a retention rate of 93 percent. This is the highest retention rate of any of the four program sites since the first year of operation in 1991.

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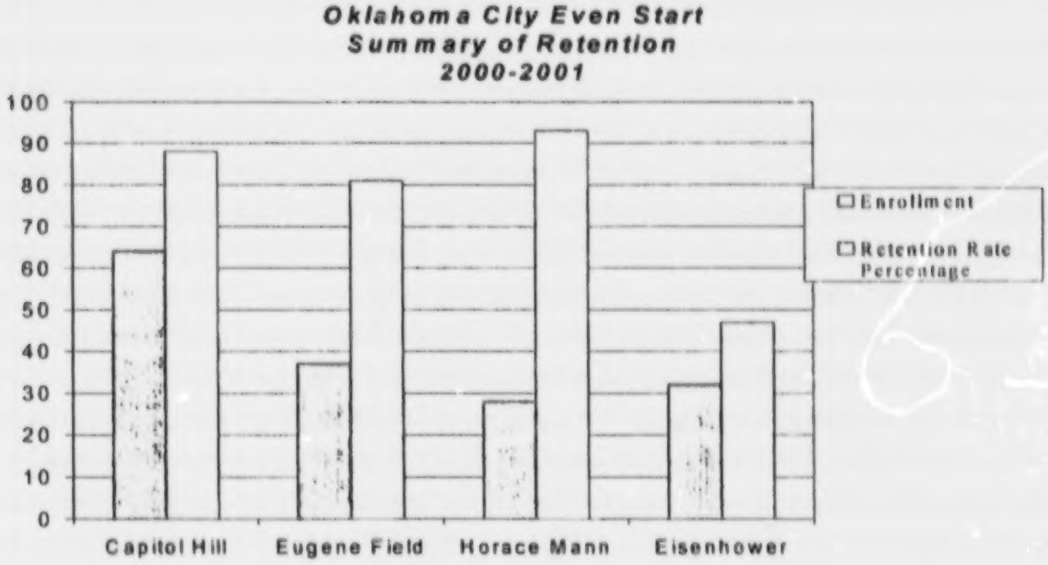

ADULT EDUCATION COMPONENT

One of the adult literacy evaluation components is the Basic English Skills Test (BEST), which measures English acquisition for ESL students, such as oral language skills and literacy. Because of the large population of ESL students at the Capitol Hill, Eugene Fields and Horace Mann sites, the BEST test was used at these sites to determine English acquisition skills. There are no ESL students at the Eisenhower site, therefore participants at that site were administered The Comprehensive Adult Student Assessment System (CASAS), which measures such skills as functional reading, writing, listening, speaking, higher order thinking skills, and life skills for English speaking adults. Additional academic achievement is evident through the adult students who have passed the GED. The Gordon Personal Profile (GPP) is used to collect information on the adult participant's changes in self-esteem as a result of being involved in the program.

One of the major thrusts of the adult interaction education component is to help those students whose academic skills are strongest for the GED High School Equivalency Diploma to complete the GED. During the 1999-2000 program year, national changes were made to the GED examination. The previous Spanish test used was originally normed using Spanish speakers from Puerto Rico. In 1999-2000 the test was changed to a direct translation of the English

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version. Since the test is no longer culturally relevant and is now biased toward Spanish speakers, it has proven more difficult for takers to complete it. This change has had a direct affect on the GED completion rate for all sites at the OKCPS Even Start programs over the past two years.

The Basic English Skills Test (BEST), the Comprehensive Adult Student Assessment System (CASAS), and the successful completion of the GED are used as an assessment and evaluation measure for the literacy skills of the adults involved in the program.

O - Capitol Hill

The adult interaction education classes at the Capitol Hill Even Start site consist of four adult interaction education/ESL classrooms. Adults attend class on Monday, Tuesday, Wednesday, and Friday from 10:00 a.m. to 1:00 p.m. Classroom instruction includes large group and small group instruction, as well as individual tutoring sessions. Basic adult interaction education is combined with ESL instruction for those participants in the program lacking English skills. Principles of early childhood education are applied to the adult classes that include learning centers, which enable the students to study what they feel they need in order to reach their own educational goals. Each classroom has at least one computer that is available for student use at anytime during the regular class time instruction. The computer stations provide students with opportunities to improve job skills like typing, typesetting, and general computer usage skills.

R1 - Eugene Field

All of the current participants of the program have a limited English proficiency. Since the program participants consist of varying levels of English skills, the program offers two ESL/ABE classes: a beginning and an intermediate class. The adults meet from 9:00 a.m. to 12:00 p.m. Monday through Thursday, for a total of twelve hours per week.

Class structure allows for both small group and large group activities. A learning center is provided on site that has listening centers, two computers with ESL programs, and a reading center. The adult interaction education classes are divided into a beginning ESL and an advanced ESL in order to better meet the needs of the students. The beginning ESL classroom focuses on basic English skills while working on Spanish GED attainment. The advanced ESL classroom spends much time reading and role-playing. The adult educator uses abbreviated versions of plays and books to enhance the learning environment. Parents have performed short plays for their children and vice versa. Each classroom encourages students to work at their own pace when given individual time. The classes also enlist the use of journal writing and goal setting on a daily basis.

R2 - Horace Mann

The adult students at the Horace Mann Even Start site currently all have limited English proficiency. The program offers one ESL class that is individualized to meet the needs of the students. Tutors from a nearby university are brought in to tutor students in both GED and English at least once a week. The central focus of the adult interaction education component is English acquisition and GED attainment. The students write journals, set goals, and work toward meeting those goals at their own pace, which is closely monitored by the adult educator. The adults meet from 9:00 a.m. to 12:00 p.m. Monday through Thursday, with weekly home visits.

R3 - Eisenhower

This adult interaction education component is different from the other three programs in that it serves participants six and one half hours per day, from 8:30 to 3:00 Monday through Friday. This program supports the most advanced Hispanic students. The adult interaction education class offers adult basic education (ABE) as well as job skills training. Six computer stations, with varying computer programs, are provided for student use. Large group and small group activities foster interactive learning among students. Students create their own educational goals and agendas, utilizing various learning centers to help in meeting individualized goals. Some students focus on completing the GED while others focus on acquisition and improvement of job skills.

A major focus for the adult interaction education classes is the development of creative thinking and problem solving skills. Time is spent each day working on abstract and critical ways of thinking in order to raise the educational level and abilities of each student. Weekly critical questions or riddles are placed on poster board and displayed in the classroom. Throughout the week, the students, along with the adult educator, discuss possible answers and work through the problem.

General Educational Development (GED) Results

O – Capitol Hill

During the 2000-2001 program year, 28 students were eligible to take the GED. Of those, 12 took the exam with only 4 successfully completing the exam. This reflects a 14 percent completion rate for the 2000-2001 program year, which is the lowest number of GED completions since the program began.

Number of Adults Passing the GED
Capitol Hill

1991-92	9
1992-93	10
1993-94	12
1994-95	15
1995-96	24
1996-97	25
1997-98	15
1998-99	26
1999-2000	20
2000-2001	4

R1 – Eugene Field

During the 2000-2001 program year at Eugene Field Even Start, 17 students were eligible to take the GED, all of which took the exam. Of those, five successfully completed the exam, reflecting a completion rate of 29.4 percent. The staff reported that two of the students' academic levels is not high enough for the GED to be an attainable goal at this time.

Number of Adults Passing the GED
Eugene Field

Year	Number Passing
1997-98	8
1998-99	5
1999-2000	3
2000-2001	5

R2 - Horace Mann

During the 2000-2001 program year at Horace Mann Even Start, 12 students were eligible to take the GED. Of those, eight took the exam with two successfully completing the exam. This reflects a completion rate of 16.6 percent. It was reported that several of the Horace Mann students are at a very beginning literacy level in both English and Spanish.

Number of Adults Passing the GED
Horace Mann

Year	Number Passing
1997-98	2
1998-99	1
1999-2000	5
2000-2001	2

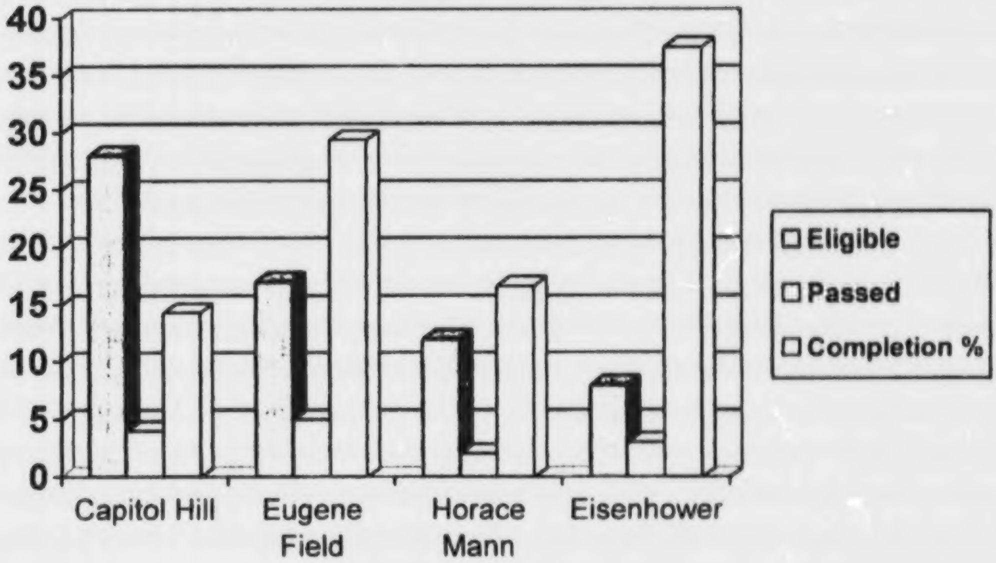
R3 – Eisenhower

Eight students at Eisenhower Even Start were eligible to take the GED during the 2000-2001 program year. Of the eight eligible students, six took the GED, with three of them successfully completing the exam. This reflects a completion rate of 37.5 percent. This is the highest completion rate for all four of the Oklahoma City Even Start program sites. The results of the GED tests for two Eisenhower students had not been received as of the printing of this report.

Number of Adults Passing the GED
Eisenhower

Year	Number Passing
1997-98	NA
1998-99	2
1999-2000	3
2000-2001	3

GED Completions
2000-2001



Basic English Skills Test (BEST)

A major objective of the Oklahoma City Even Start program is to provide services to those most in need. One group most in need is the growing population of Hispanics in the Oklahoma City area. The BEST test aids in the assessment of English language acquisition for ESL students. This test was used at the Capitol Hill, Eugene Field and Horace Mann program sites due to the large number of ESL students at these sites.

O – Capitol Hill

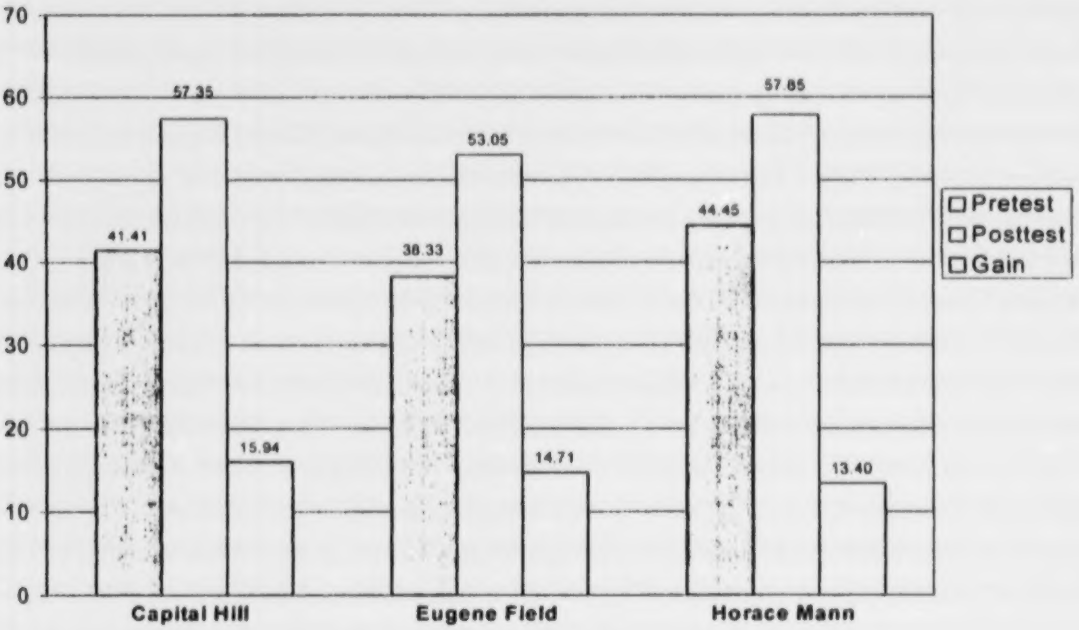
During the **2000-2001** program year, 51 adults took the BEST **Oral** test. The mean pretest score for the oral component was **41.41,** with a standard deviation of **19.53.** The mean posttest score for this component was **57.35**, with a standard deviation of **19.40**. These scores resulted in a mean **gain** of **15.94**, with a standard deviation of **11.31.** On the **Literacy** component of the BEST, 46 adults took the test. The mean pretest score was **52.43**, with a standard deviation of **15.42.** The mean posttest score was **55.59**, with a standard deviation **11.25.** These scores resulted in a mean **gain** of **3.15**.

R1 – Eugene Field

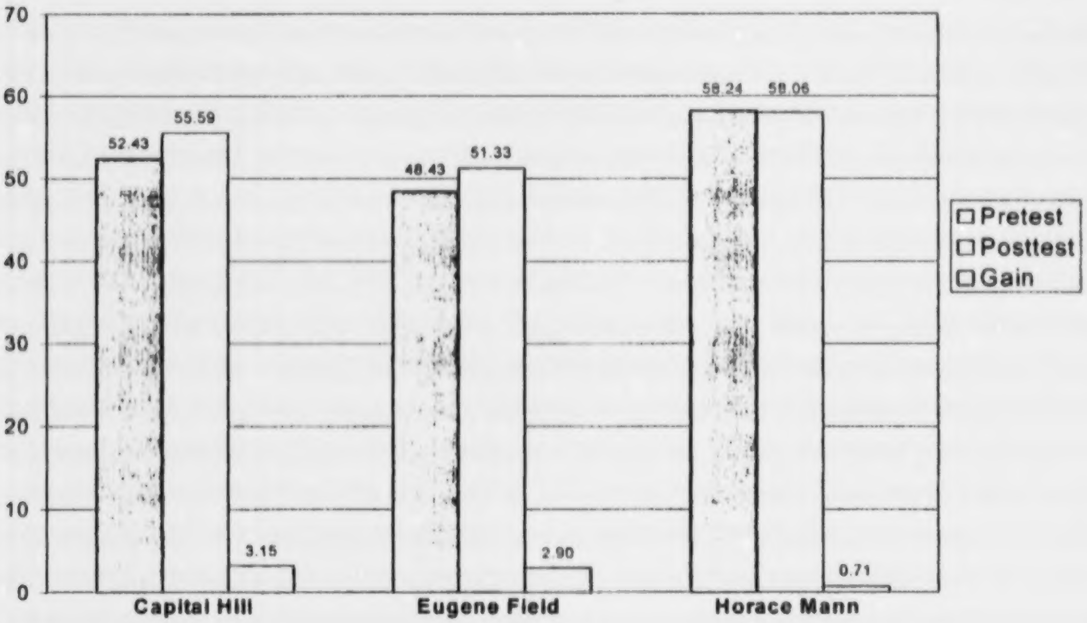
Twenty-one adults were administered both a pretest and post BEST test. The mean pretest score for the **Oral** component was **38.33,** with a standard deviation of **14.27.** The mean posttest score was **53.05**, with a standard deviation of **16.01.** These scores resulted in a mean **gain** on the Oral component of **14.71.** On the **Literacy** component of the BEST, the mean pretest score was **48.43,** with a standard deviation of **13.76.** The mean posttest score was **51.33**, with a standard deviation of **11.14**, resulting in a mean **gain** of **2.90**.

R2 – Horace Mann

During the 2000-2001 program year, staff from the Capital Hill Even Start program site administered pretests and posttests of the BEST to adult students at the Horace Mann program site. Twenty students took the Oral component of the test. The mean pretest score on this component was **44.45,** with a standard deviation of **21.72.** The mean posttest score was **57.85,** with a standard deviation of **18.70**. These scores resulted in a mean **gain** on the Oral component of **13.40**. On the **Literacy** component, only 17 adults took both pretests and posttests. The mean pretest score was **58.24,** with a standard deviation of **12.43.** The mean posttest score was **58.06,** with a standard deviation of **13.61**, resulting in a mean **gain** of **0.71.**



BEST Oral Component



BEST Literacy Component

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Comprehensive Adult Student Assessment System (CASAS)

R3 - Eisenhower

Since there are no ESL participants at the Eisenhower site, the adult students at that site were administered The Comprehensive Adult Student Assessment System (CASAS). This test measures functional reading, writing, listening, speaking, higher order thinking skills, and life skills (NDN, 1995). The CASAS, along with the successful completion of the GED, is used as a means to measure the literacy skills of the adults involved in the program.

During the 2000-2001 evaluation, 16 adults were administered pretest Reading and Math tests at Eisenhower Even Start site. However, no posttest scores were submitted to the ET for evaluation purposes. For the **Reading** component of the test, the mean pretest score was **235.31,** with a standard deviation of **10.98.** The mean pretest score for the **Math** component of the CASAS was **227.44**, with a standard deviation of **8.74.**

Gordon Personal Profile (GPP)

The Gordon Personal Profile is used to collect information on the adult participants' changes in self-esteem as a result of being involved in the program. This Profile is sub-divided into four categories: (A) Ascendancy; (R) Responsibility; (E) Emotional Stability; and (S) Sociability. A Self-esteem score is derived from the sum of the four component scores. The Gordon Personal Profile pretest was administered in October 2000 with the posttest being administered in April of 2001.

O – Capitol Hill

Only eight participants were administered both a pretest and posttest Gordon Personal Profile. The **pretest** mean **Ascendancy** score was **17.13** with a mean **posttest** score of **19.00**, reflecting a mean **gain** of **1.88**. The mean **pretest** score for the **Responsibility** component was **24.63** with a mean **posttest** score of **25.25**, reflecting a mean **gain** of **0.63**. The **Emotional Stability** **pretest** score was **21.88** with a mean **posttest** score of **25.63**, reflecting a mean **gain** of **3.75** from pretest to posttest. The mean **pretest** score for the **Sociability** was **19.63** with a mean posttest of **18.00**, reflecting a mean **loss** of **1.63** from pretest to posttest. A **Self-esteem** score is derived from the sum of the four component scores. The mean pretest **Self-esteem** score was **83.25** with a mean posttest score of **87.88**, reflecting a mean **gain** of **4.63 in overall Self-esteem** from pretest to posttest.

R1 – Eugene Field

Eleven participants were administered both a pretest and posttest assessment. The mean pretest score for the **Ascendancy** component was **19.27** with a mean posttest score of **18.55**, reflecting a mean **loss of 0.73** from pretest to posttest. The mean pretest score for the **Responsibility** component was **23.36** with a mean posttest score of **23.27**, reflecting a mean **loss** of **0.09** from pretest to posttest. The mean pretest score for the **Emotional Stability** component was **20.91**with a mean posttest score of **21.64**, reflecting a mean **gain** of **0.73** from pretest to posttest. The mean pretest score for the **Sociability** component was **21.64** with a mean posttest score of **20.36**, reflecting a mean **loss** of **1.27** from pretest to posttest. Combining the sum of the four components derives a **Self-Esteem** score. The mean pretest score for **Self-Esteem** was **85.18** with a mean posttest score of **83.82**, reflecting a mean **loss** in **overall Self-Esteem** of **–1.36** from pretest to posttest.

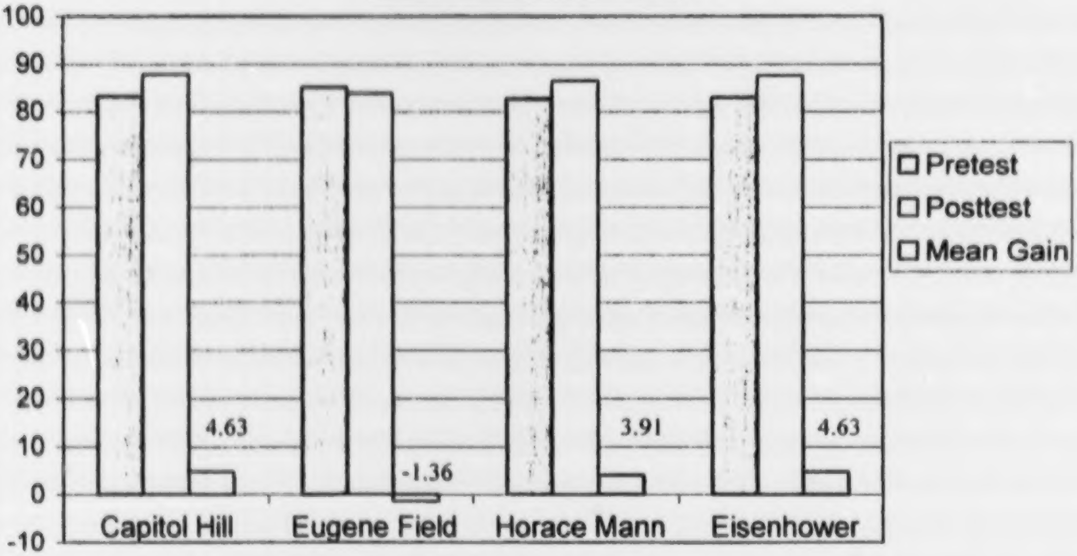
R2 – Horace Mann

Eleven participants completed both a pretest and posttest profile. The mean pretest score for the **Ascendancy** component of the profile was **17.55** with a mean posttest score of **19.09**, reflecting a mean **gain** of **1.55** from pretest to posttest. The mean pretest score for the **Responsibility** component of the profile was **23.91** with a mean posttest score of **24.09**, reflecting a mean **gain** of **0.18** from pretest to posttest. The mean pretest score for the **Emotional Stability** component of the profile was **20.82** with a mean posttest score of **21.45**, reflecting a mean **gain** of **0.64** from pretest to posttest. The final component on the Gordon is that of **Sociability**. The mean pretest score was **20.45** with a mean posttest score of **22.00**, reflecting a mean **gain** of **1.55** from pretest to posttest. A **Self-esteem** score is derived from the sum of the four components. The mean pretest **Self-esteem** score was **82.73** with a mean posttest score of **86.64,** reflecting a mean **gain** of **3.91** in **overall Self-esteem** from pretest to posttest.

R3 – Eisenhower

During the 1999-2000, program year, eight adult students were administered a pretest and posttest profile. The mean pretest score for the **Ascendancy** component was **17.88** with a mean posttest score of **20.50**, reflecting a mean **gain** of **2.63**. The mean pretest score for the **Responsibility** component was **23.13** with a mean posttest score of **22.63**, reflecting a mean **loss** of **0.5** from pretest to posttest. A mean pretest score of **23.50** was reported on the **Emotional Stability** component. The population had a mean posttest score of **25.13** on this component, reflecting a mean **gain** of **1.63** from pretest to posttest. The **Sociability** component had a mean pretest score of **18.50** with a mean posttest score of **19.38**, reflecting a mean **gain** of **0.88** from pretest to posttest. The overall mean pretest **Self-esteem** score was **83** with a mean posttest score of **87.63**, reflecting a mean **gain** of **4.63** in **overall Self-esteem** from pretest to posttest.

Gordon Personal Profile
Mean Scores
TOTAL SELF-ESTEEM



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PARENTING COMPONENT AND EVALUATION

Parent Discussion Group

O - Capitol Hill

Parent Discussions took place on Wednesdays from 11:00 a.m. to 12:00 p.m. after parent/child interaction. This program component was provided in collaboration with the Latino Agency of Oklahoma City due to the majority of the participants being Hispanic. The agency provided parent discussion for the two beginning ESL classes, while the intermediate and advanced ESL teachers provided parenting for their classes. A separate parenting class was offered for those parents of children in kindergarten and primary grades. Diverse topics like: developmentally appropriate expectations, guidance theories, literacy, and reduction of parental stress were topics studied during the parenting discussions. Parents have consistently responded to the questionnaires over the past years, saying they have made changes in their parenting behavior as result of their participation in the Even Start program.

R1 - Eugene Field

The parent discussion group at the Eugene Field Even Start site was presented in collaboration with the Latino Agency of Oklahoma City, since the Eugene Field Even Start consisted primarily of Hispanic participants. The discussion group was presented in Spanish so that the participants were able to fully participate and understand. An interest questionnaire was presented to the participants in the beginning of the year as to the themes and topics they wished to discuss throughout the year. Topics covered during the 2000-2001 program year included, but were not limited to: discipline strategies, how to build self-esteem in my child and for myself, child proofing my home, child abuse, domestic abuse, and other topics that evolved from the needs of the participants.

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R2 - Horace Mann

The parent discussion group focused on age-appropriate discipline and toys, as well as how to encourage language acquisition. For the 2000-2001 program year, the adult educator, the early childhood educator, and a facilitator from the city/county health department provided the parenting discussion group. Different topics were discussed such as the importance of book making for young children and the importance of children's art. Developmental topics were also discussed like ages and stages, and age appropriate discipline. Parents were invited to share common successful and unsuccessful experiences with each other. Each week a participant would volunteer to translate for the facilitator so that the participants were able to fully understand and comprehend the nature of the discussion.

One innovation, which was implemented by the staff at Horace Mann, was the offering of playgroups for the different age categories on different days in order to better meet the needs of those families with children in both age groups. During the time some parents were with their children in playgroup, parents not in playgroup received individual tutoring from the adult educator or from tutors from a nearby university. This schedule change allowed parents to spend more quality time with their children as well as receive more individualized instruction. Historically, playgroup has taken place on the same day, throughout the day for everyone in the program. Conceivably, many parents were in playgroup all day with some having limited contact in adult interaction education on playgroup days. This new scheduling helped to alleviate that problem.

R3 - Eisenhower

The Parent discussion group was presented in collaboration with the Parents As Teachers (PAT) program and the Parents as Partners program of Oklahoma City. The early childhood lead teacher rotated with the two collaborators on a weekly basis to provide parent discussion groups for the adult participants at the Eisenhower Even Start program. Among the topics discussed were: age appropriate discipline, ages and stages, the importance of nursery rhymes and fingerplays, nutrition, and health. Parents met for Parent Discussion on a weekly basis. Parent

Discussion was also integrated throughout the daily routine of the adult participants at the discretion of the adult interaction education teacher.

Home Screening Questionnaire (HSQ)

The Home Screening Questionnaire was used to evaluate the parenting component of the program. HSQ scores are reported in two separate categories. Both pretest and post test **HSQ's** were administered to families with children ages 0-3 and 3-6. A score of 32 or below for ages 0-3 is considered suspect, while a score of 41 or below for the 3-6 age category is considered suspect.

In the Even Start three-year Sample Study on the **HSQ**, the ages 0-3 years category had a reported mean gain of **3.6**, which resulted from a mean pretest score of **28.7** and a mean post score of **32.4**. The three-year Even Start Sample Study also reported a mean gain of **3.5** on the **HSQ** for the 3-6 year group. The mean pretest score was **34.4** with a mean posttest score of **37.9** (Tao, 1998: 148).

Younger Preschool

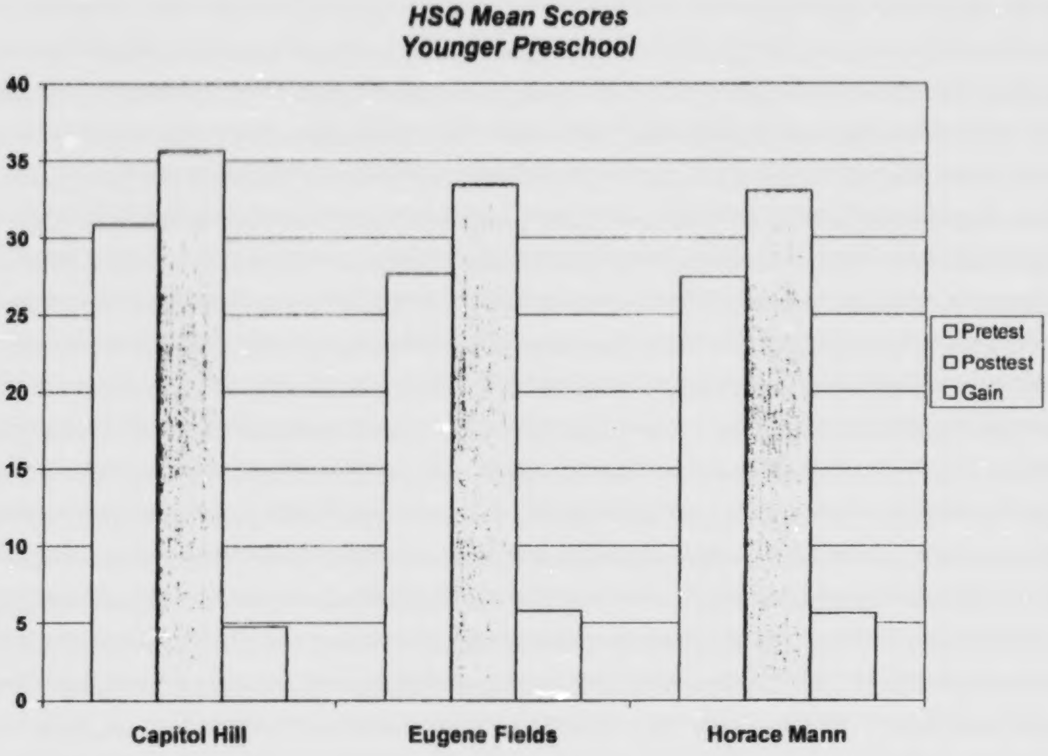
O – Capitol Hill: Thirty-eight families with children in the younger preschool age category were administered the HSQ pretests and posttests. The mean pretest score for this group was **30.89**, with a standard deviation of **6.23**. The mean posttest score was **35.66**, with a standard deviation of **6.46**, which resulted in a mean **gain** of **4.76**. The mean pretest score was in the suspect category since it was below 32, whereas the mean posttest score for Capitol Hill was in the non-suspect category.

R1 – Eugene Field: There were nineteen families with younger preschool children at the Eugene Field Even Start site. These families were administered both pretests and posttests of the HSQ. The mean pretest score was **27.68**, with a standard deviation of **7.12**. The mean posttest score was **33.47**, with a standard deviation of **5.84**. These scores resulted in a mean **gain** of **5.79**.

This group pretested in the suspect category, but their posttest scores were above 32, which placed them in the non-suspect category.

R2 – Horace Mann: At the Horace Mann site, fourteen families were administered both the pretest and posttest HSQ's. The mean pretest score was **27.43**, with a standard deviation of **6.47**. The mean posttest score was **33.07**, with a standard deviation of **5.77**, resulting in a mean **gain** of **5.64**. Although their pretest scores fell into the suspect category, this group raised their posttest scores into the non-suspect category.

R3 – Eisenhower: Although the ET was given HSQ pretest scores for the families at Eisenhower, no posttest scores were obtained, thus can not be reported for this program year.



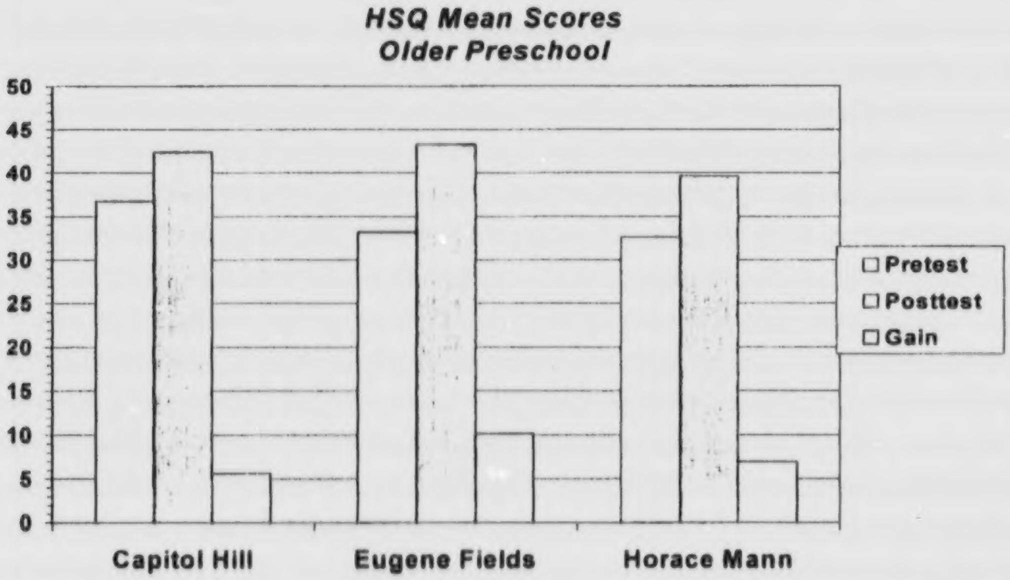
Older Preschool

O – Capitol Hill: During the 2000-2001 program year, twenty-one families with older preschool children were administered both pretest and posttest HSQ's. The mean pretest score was **36.81**, with a standard deviation of **4.48**. The mean posttest score was **42.43**, with a standard deviation of **5.80**, resulting in a mean **gain** of **5.62**. These scores also resulted in the families in this group improving from the suspect category in the pretests into the non-suspect category for the posttest.

R1 – Eugene Field: Seven families with older preschool children were administered the pretest and posttest HSQ's at the Eugene Fields site. The mean pretest score was **33.14** (suspect), with a standard deviation of **7.17**. The posttest score was **43.29** (non-suspect), with a standard deviation of **2.81**. The resulting mean **gain** was **10.14**.

R2 – Horace Mann: There were twelve families at the Horace Mann site with older preschool children. These families were administered both the pretests and posttests of the HSQ. The mean pretest score was **32.67** (suspect), with a standard deviation of **9.56**. The mean posttest score was **39.67** (suspect), with a standard deviation of **5.03**, resulting in a mean **gain** of **7**. Although an increase was made from pretest to posttest, families remained in the suspect category. A suspect score for the 3-6 age category is 41 or below.

R3 – Eisenhower: Although the ET was given HSQ pretest scores for the families at Eisenhower, no posttest scores were obtained, thus can not be reported for this program year.



Home Visit Interaction

The home visit component has been provided in collaboration with the OKCPS Parents as Teachers (PAT) program since 1996. Many of the PAT parent educators are actually graduates of the OKCPS Capitol Hill Even Start program. As graduates of the program, they are able to share the vision of a comprehensive, service delivery, family literacy program with both the PAT program and the families that they serve.

PAT parent educators provide home visits for children ages birth to five years of age. Each Even Start family receives two home visits per month: one from the Even Start home facilitator and one from the PAT parent educator. The same home facilitators work with the family throughout their participation in the program. The PAT staff uses the Parents as Teachers curriculum, while the Even Start home facilitator centers the curriculum around literacy activities and the families' needs. Collaborative efforts with support agencies such as human services and mental health are critical in meeting the unique needs of families. The home facilitator is a role model who assumes a supportive role for the family.

To evaluate the home visit component, selected questions from the Questionnaire for Current Adult Participants were used. Thirty-one adult participants completed the questionnaire at Capitol Hill. Eugene Fields had 19 completed, 18 were completed at Horace Mann, and 13 were completed at Eisenhower. The following questions from the questionnaire were selected to report changes in the patterns of parents' attitudes:

9. How have you learned to solve problems more effectively?
Selected responses included:

- *"I learned to think, talk and discuss the problem with the most interesting person on it."*
- *"Stay calm and-then try to talk."*
- *"Thinking before you speak – listen first."*
- *"I try to think first and then act."*
- *"Think before you speak."*

10. Parents are considered their "Child's first teacher." Do you consider yourself to be your child's first teacher? Yes or No? Why or Why not?
One hundred percent of the participants consider themselves to be their child's first teacher. Selected responses included:

- *"The children are a reflection of their parents, they learn what they see from them."*
- *"We are their model, and everything you do they will copy you."*
- *"Because they learn everything from their parents. I think the school is the second place to learn. The first one is their house."*
- *"Because I've noticed that they do whatever I do, they have even tried to say whatever I say."*
- *"Because they are learning our examples and we need to give good examples."*

12. What do you, as a family, do together?
Selected responses included:

- *"We read together, pray together – we go to the church every Saturday."*
- *"Watch movies with them, go to the park and read books."*
- *"Eat together, watch movies, and read books."*
- *"We play outside together. Sometimes we take a vacation together, too."*
- *"Bedtime, we talk of the experiences that we had during the day."*
- *"Go to store, go to restaurants, sometimes visit a friend, sometimes go to family party."*

Parent/Child Interaction

The parent/child interaction component provides the opportunity for parents, educators and children to come together in an educationally motivating environment in which the parents are able to practice newly-acquired parenting skills. Parent/child interaction takes place once a week at each of the four sites for 45 minutes to one hour. During this time, adult educators and early childhood educators provide the needed support for parents as they transition into their role of following their child's lead rather than dominating the playtime together.

To evaluate the parent/child interaction component, selected questions from the Questionnaire for Current Adult Participants have been used.

11. How have you changed the way you discipline your children?
Selected responses included:

- *"I used to yell, spank. Now I talk and give timeout or take away TV or toys."*
- *"I used to yell at them and now I try to talk to them more."*
- *"Used to spank, now I take away TV, favorite things or privileges."*
- *"With more patience and love."*
- *"Before I came to school, I used to scream and spank my kids. Now I try to discipline using more conversation."*
- *"I'm still working on it."*

13. How have you changed your parenting behavior?
Selected responses included:

- *"I put more attention. I try no more yelling."*
- *"Yelling less. Have more patience."*
- *"No more yelling – count to 100."*
- *"Having in mind that my behavior as a parent will have a great impact in my kids' future."*
- *"Before I do something, I think of the consequences."*

14. How do you get books for your children?

O – Capitol Hill

Library	**29**	**Gifts**	**23**
Purchase	**25**	**Other**	**1**

R1 – Eugene Field

Library	**13**	**Gifts**	**13**
Purchase	**16**	**Other** (Even Start)	**1**

R2 – Horace Mann

Library	**10**	**Gifts**	**11**
Purchase	**12**		

R3 – Eisenhower

Library	**11**	**Gifts**	**6**
Purchase	**8**	**Book Clubs**	**1**

Early Childhood Component and Evaluation

The Even Start early learning centers are composed of classrooms for children ages birth to five years of age, with the largest site being Capitol Hill, which consists of three early childhood classrooms. These classrooms consist of: Infants and Toddlers, the Younger Preschoolers, and the Older Preschoolers. Early childhood centers are set up in each classroom in order to optimize all areas of development. Activities are provided which are designed to develop precognitive skills that will enhance their future success as learners. Each early childhood classroom focuses on language acquisition and fostering a love for literacy in a developmentally appropriate setting. Second language acquisition is encouraged as both English and Spanish are spoken in each of the classrooms. Children are free to express themselves in either language without the fear of being embarrassed or reprimanded. Schedules and routines are an important aspect of the program, thus creating a consistent environment for all children.

This component of the evaluation consists of a summary of the findings from the Preschool Inventory (PSI), and the Preschool Language Scale-3 (PLS-3). Both of these tests have elements that focus on school readiness and language acquisition.

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Preschool Screening Inventory (PSI)

The Preschool Screening Inventory (PSI) was administered in the fall of 2000 and again in the spring of 2001 to preschool children who were at least three years of age when school started in the fall. The reported population for the PSI includes all children three years of age and above, and is divided into two groups: Younger Preschool and Older Preschool. Spanish-speaking preschoolers were administered the PSI in Spanish.

0 - Capitol Hill

During the 2000-2001 program year, the Capitol Hill site administered both a Spanish pretest and posttest to twelve children in the younger preschool category and eighteen older preschool children. The test was also administered in English to seventeen children in the Older Preschool age group. Eleven of these children took both the English and Spanish pretests and posttests. The results were as follows:

Capitol Hill (Spanish)

2000-2001 PSI Pretest Scores

Group	N	Mean
Younger Preschool	12	1.92
Older Preschool	18	6.72
Both Groups Combined	30	4.80

PSI Posttest Scores (Spanish

Group	N	Mean
Younger Preschool	12	8.42
Older Preschool	18	9.83
Both Groups Combined	30	9.27

PSI Gains (Spanish)

Group	N	Gain
Younger Preschool	12	6.50
Older Preschool	18	3.11
Both Groups Combined	30	4.47

Capitol Hill (English)

2000-2001 PSI Scores

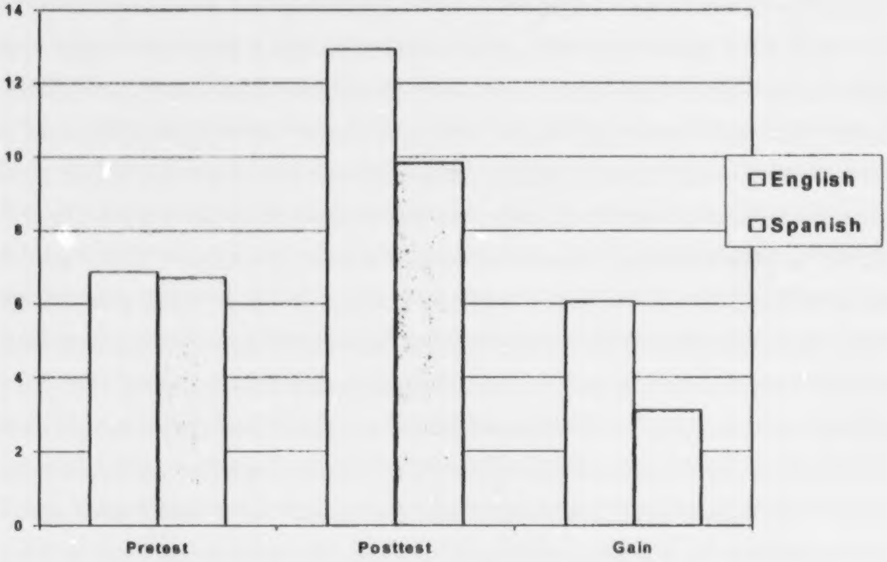
Older Preschool	N=17	Mean
Pretest		6.88
Posttest		12.94
Gain		6.06

Capitol Hill (English and Spanish)

2000-2001 PSI Scores

Older Preschool	N=11	Mean
English Pretest		6.00
English Posttest		12.54
English Gain		6.54
Spanish Pretest		6.81
Spanish Posttest		8.18
Spanish Gain		1.36

Capitol Hill PSI
English/Spanish Comparison



I – Eugene Field

Only one younger preschool student was given the Spanish pretest and posttest PSI during the 2000-2001 program year, with four students receiving both test scores in the older preschool group. The results were as follows:

Eugene Field

2000-2001 PSI Pretest Scores (Spanish)

Group	N	Mean
Younger Preschool	**1**	**4.00**
Older Preschool	**4**	**9.25**
Both Groups Combined	**5**	**8.20**

PSI Posttest Scores (Spanish)

Group	N	Mean
Younger Preschool	**1**	**2.00**
Older Preschool	**4**	**14.25**
Both Groups Combined	**5**	**11.80**

PSI Gains (Spanish)

Group	N	Gain
Younger Preschool	**1**	**-2.00**
Older Preschool	**4**	**5.00**
Both Groups Combined	**5**	**3.60**

R2 – Horace Mann

Three younger preschool students were given both the pretest and posttest PSI in Spanish during the 2000-2001 program year, and twelve students received both test scores in the older preschool group. The results were as follows:

Horace Mann

2000-2001 PSI Pretest Scores (Spanish)

Group	N	Mean
Younger Preschool	3	1.00
Older Preschool	12	9.92
Both Groups Combined	15	8.13

PSI Posttest Scores (Spanish)

Group	N	Mean
Younger Preschool	3	4.00
Older Preschool	12	16.17
Both Groups Combined	15	13.73

PSI Gains (Spanish)

Group	N	Gain
Younger Preschool	3	3.00
Older Preschool	12	6.25
Both Groups Combined	15	5.60

R3 – Eisenhower

PSI test scores for the Eisenhower site were reported with both the younger and older preschool groups combined. Six preschool students were given both the pretest and posttest PSI during the 2000-2001 program year. The results were as follows:

Eisenhower

2000-2001 PSI Pretest Scores

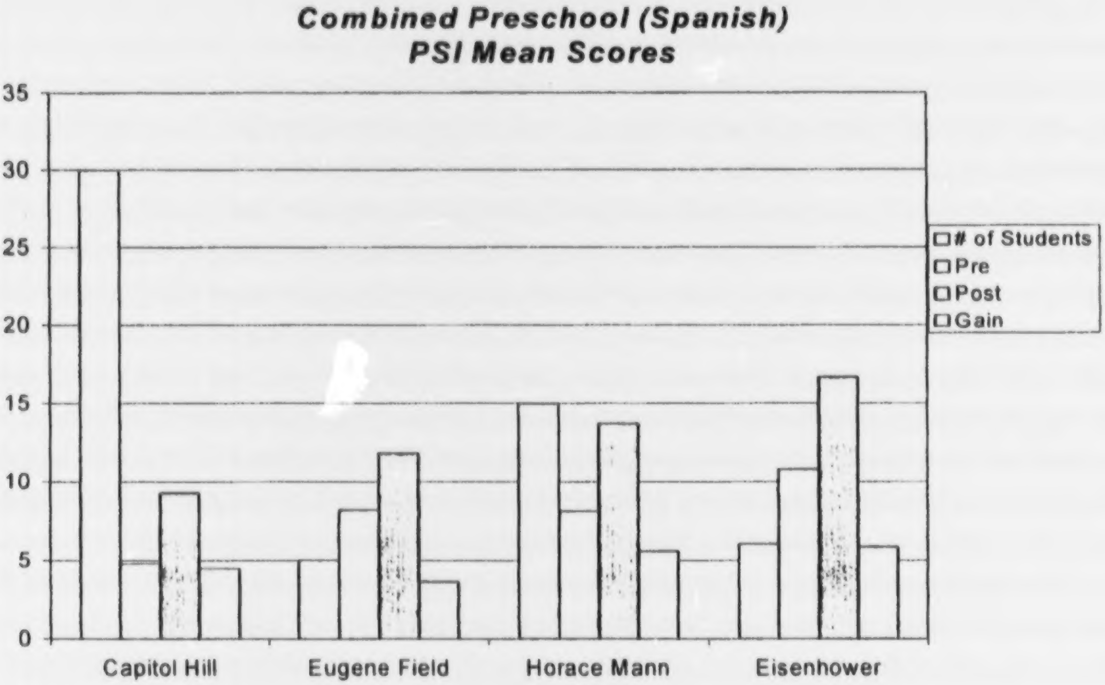
Group	N	Mean
Both Groups Combined	6	10.83

PSI Posttest Scores

Group	N	Mean
Both Groups Combined	6	16.67

PSI Gains

Group	N	Gain
Both Groups Combined	6	5.83



Preschool Language Scale-3 (PLS-3)

The PLS-3 consists of two parts, the Auditory Comprehension component and the Expressive Communication component, with the two components combined to make up a Total Language score. The Auditory Comprehension subscale is used to evaluate the child's receptive language skills in the areas of attention; semantics (context) - vocabulary and concepts; structure (form) - morphology and syntax; and integrative thinking skills. The Expressive Communication subscale is used to assess expressive language in the areas of vocal development, social communication; semantics (content)--vocabulary and concepts, structure (form) - morphology and syntax; and integrative thinking skills. This component analyzes the child's ability to express him/herself through language (Zimmerman, 2001).

Pretests of the PLS-3 were administered to preschool children during the fall semester and posttests were administered during the spring semester. Both English and Spanish versions of the test were available so that students could have the test administered to them in their native language.

O – Capitol Hill

During the 2000-2001 program year, the PLS-3 pretests and posttests were administered in Spanish to 15 younger preschool children and 17 older preschool children. Seven of the older preschool children took pretests and posttests in both English and Spanish. Both sets of scores are located in the Appendix section at the end of this report.

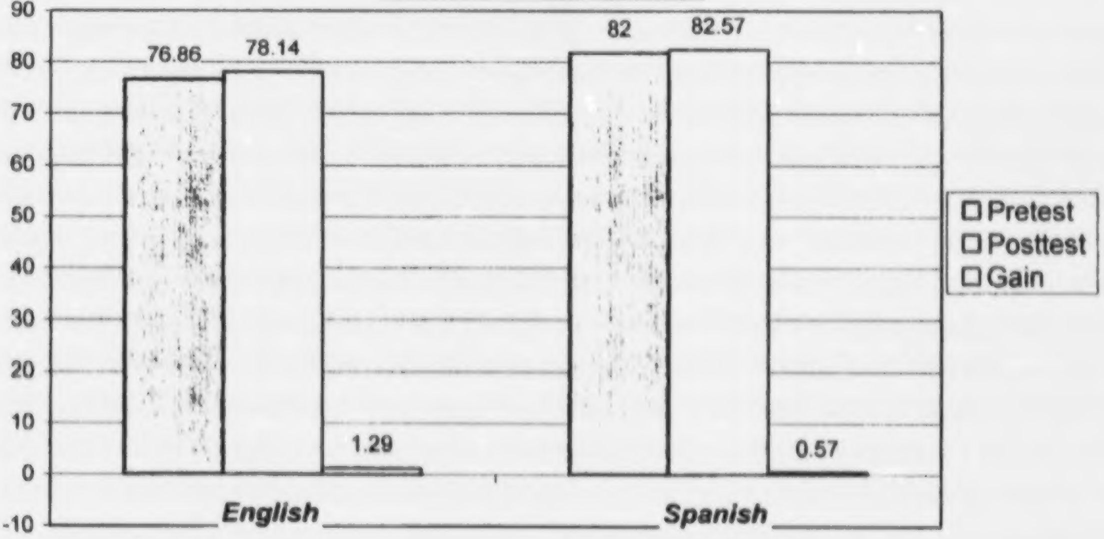
On the **Spanish** version of the test, the mean pretest score for the **Auditory Comprehension** component for both younger and older preschool groups combined was **81.66**, with a mean posttest score of **88.19**, resulting in a mean **gain** of **6.44**. For the **Expressive Communication** component, the mean pretest score was **83.25**, with a mean posttest score of **87.19**, resulting in a mean **gain** of **3.94.** The **Total Language** mean pretest score was **80.72**, with a mean posttest score of **86.13**, resulting in a mean **gain** of **5.41.**

The PLS-3 was also administered in **English** to a total of ten older preschool children. On this test, the mean pretest score for the **Auditory Comprehension** component was **76.90,** with a mean posttest score of **76.40**, resulting in a mean **loss** of **0.10**. For the **Expressive Communication** component, the mean pretest score was **69.90**, with a mean posttest score of **75.50**, resulting in a mean **gain** of **5.60.** The **Total Language** mean pretest score was **70.60**, with a mean posttest score of **72.30**, resulting in a mean **gain** of **1.70**.

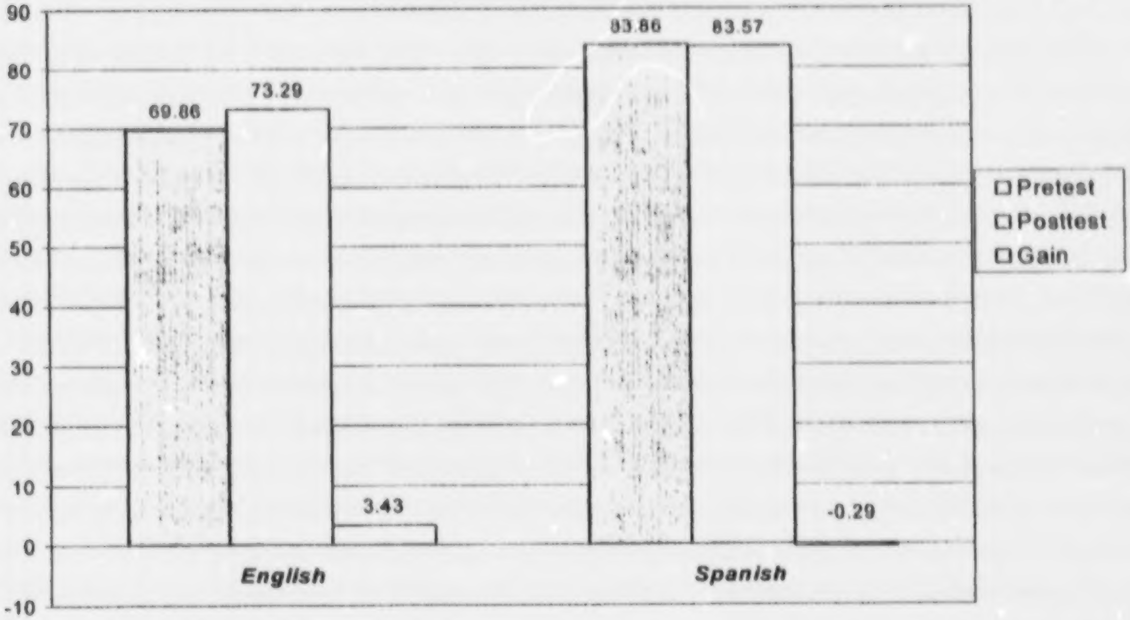
When comparing the English and Spanish PLS-3 scores of the seven older preschool children who took both tests, the results were as follows: On the **Auditory Comprehension** component, the mean pretest score on the **English** test was **76.86**, while the pretest mean score on the **Spanish** test was **82**. The **English** mean posttest score was **78.14**, and the **Spanish** mean posttest score was **82.57**. The mean **gain** on the **English** version was **1.29**, while the mean **gain** on the **Spanish** version was only **0.57**.

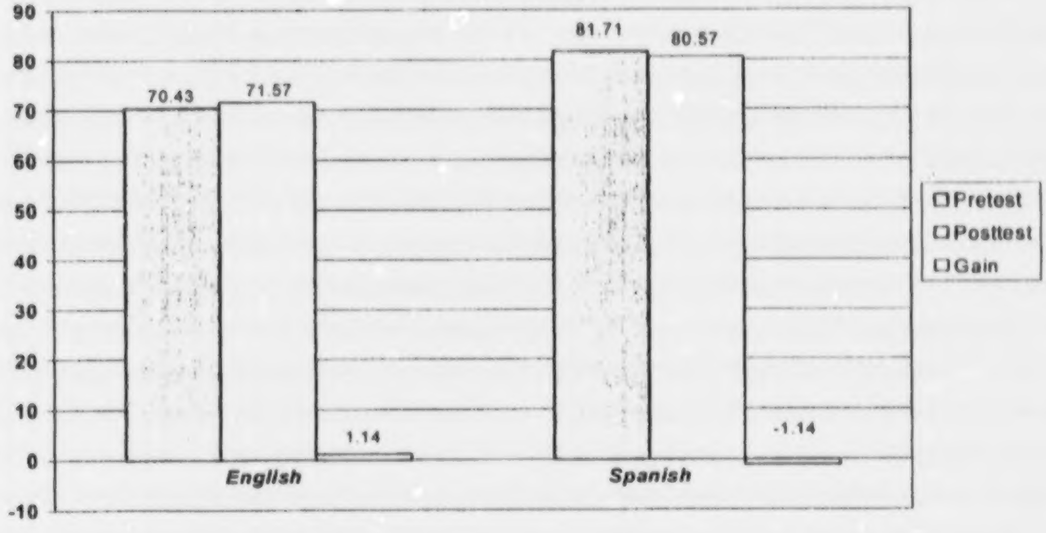
On the **Expressive Communication** component, the mean pretest score on the **English** test was **69.86**, while the mean pretest score on the **Spanish** test was **83.86**. The **English** mean posttest score was **73.29**, and the **Spanish** mean posttest score was **83.57**. The mean **gain** on the English test was **3.43**, while the **Spanish** version resulted in a mean **loss** of **0.29**.

For the **Total Language** component of the seven older preschool children, the mean pretest score on the **English** test was **70.43**, while the mean pretest score on the **Spanish** test was **81.71**. The **English** mean posttest score was **71.57** and the **Spanish** mean posttest score was **80.57**. These scores resulted in a mean **gain** on the **English** test of **1.14** and a mean **loss** on the **Spanish** test of **–1.14**. These scores are reflected in the charts below.



Capitol Hill Older Preschool
PLS-3 English and Spanish
Auditory Comprehension


Capitol Hill Older Preschool
PLS-3 English & Spanish
Expressive Communication


Capitol Hill Older Preschool
PLS-3 English & Spanish
Total Language

R1 – Eugene Field

During the 2000-2001 program year, the PLS-3 pretests and posttests were administered in Spanish to six younger and older preschool children. English pretests were administered, but no posttests were administered in English. For this reason, only the Spanish scores are reported here. The mean pretest score for the **Auditory Comprehension** component for both groups combined was **87.83**, with a mean posttest score of **88.33**, resulting in a mean **gain** of **0.50**. For the **Expressive Communication** component, the mean pretest score was **85.33**, with a mean posttest score of **86.00**, which also resulted in a mean **gain** of **0.67**. The **Total Language** mean pretest score was **85.33**, with a mean posttest score of **85.83**, resulting in a mean **gain** of **0.50**.

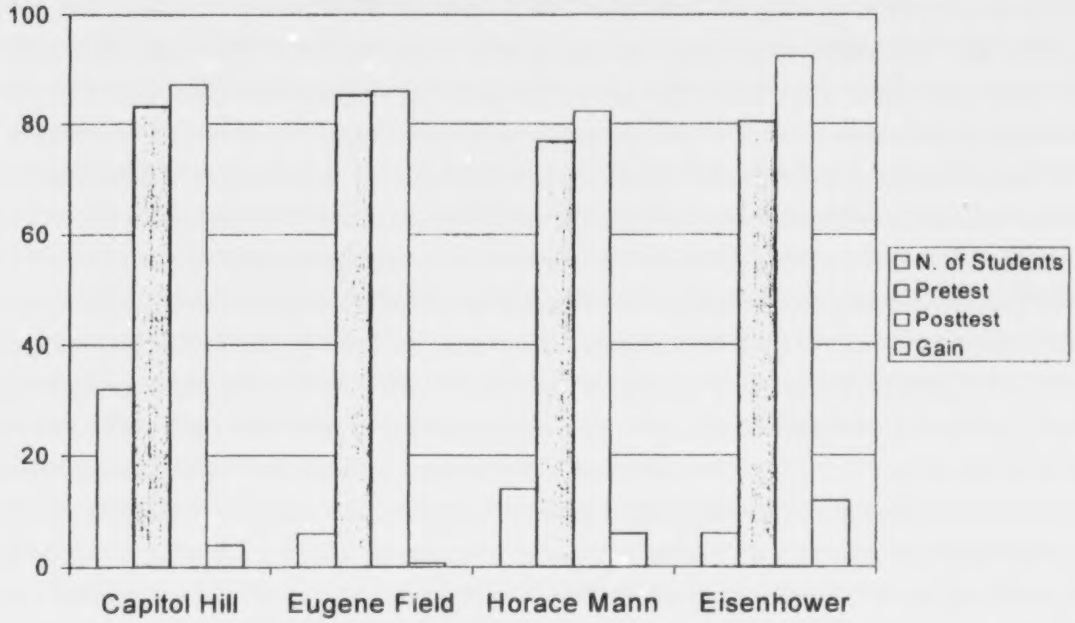
R2 – Horace Mann

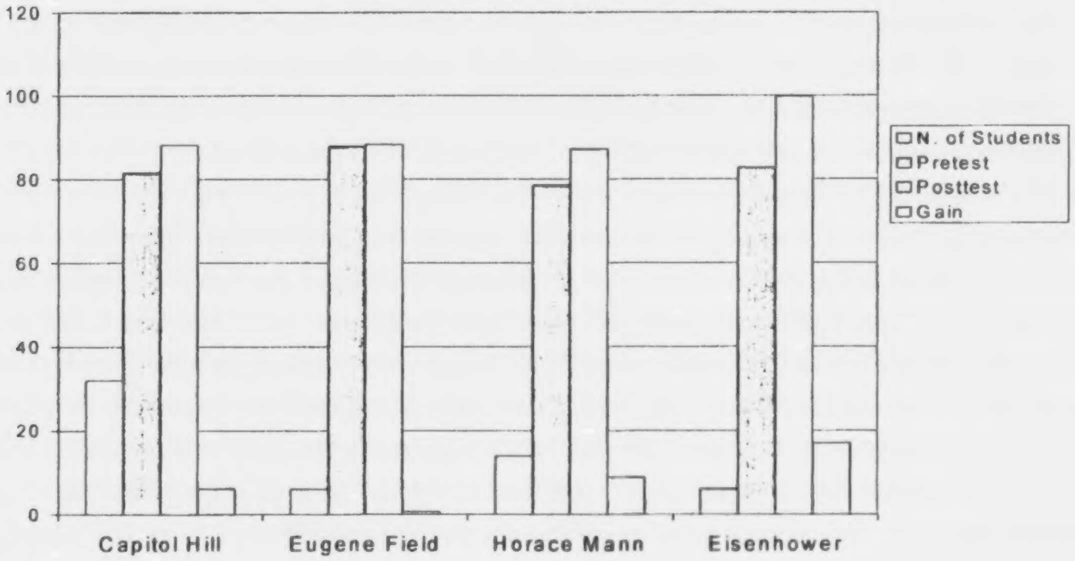
During the 2000-2001 program year, the PLS-3 pretests and posttests were administered to 14 younger and older preschool children. English pretests were administered, but no posttests were given. For this reason, only the Spanish scores are reported here. The mean pretest score for the **Auditory Comprehension** component for both groups combined was **78.50**, with a mean posttest score of **87.29**, resulting in a mean **gain** of **8.79**. For the **Expressive Communication** component, the mean pretest score was **76.86**, with a mean posttest score of **82.29**, resulting in a mean **gain** of **6.00**. The **Total Language** mean pretest score was **75.29**, with a mean posttest score of **83.21**, resulting in a mean **gain** of **7.93**.

R3 – Eisenhower

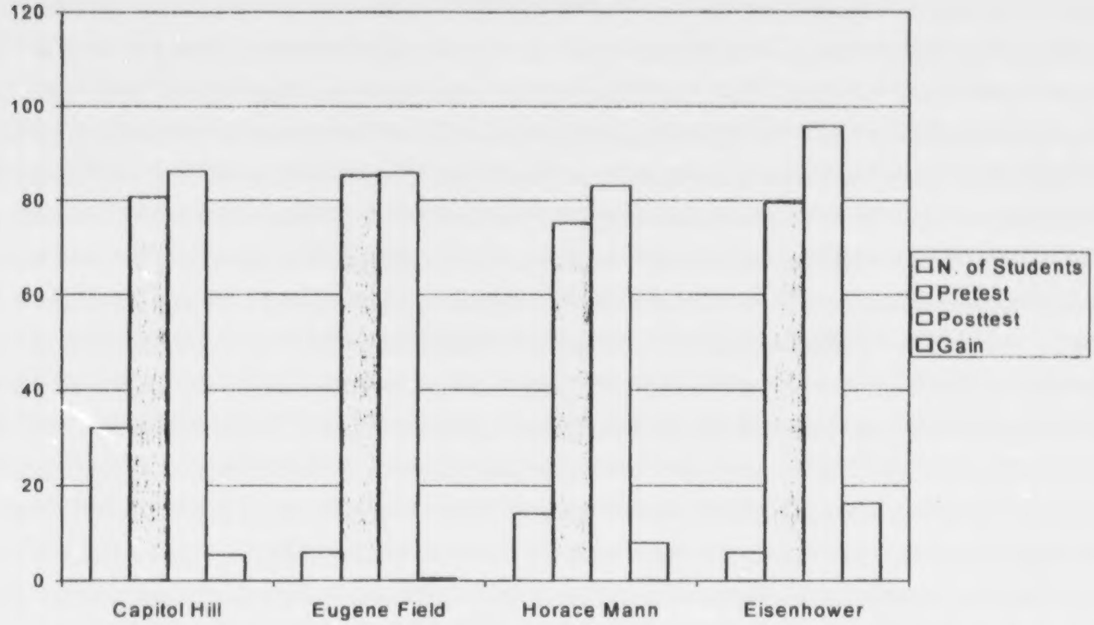
During the 2000-2001 program year, the PLS-3 pretests and posttests were administered in English to six younger and older preschool children. PLS-3 tests were not administered in Spanish at this site. The mean pretest score for the **Auditory Comprehension** component for both groups combined was **82.83**, with a mean posttest score of **99.83**, resulting in a mean **gain** of **17.00**. For the **Expressive Communication** component, the mean pretest score was **80.50**, with a mean posttest score of **92.33**, resulting in a mean **gain** of **11.83**. The **Total Language** mean pretest score was **79.50**, with a mean posttest score of **95.67**, resulting in a mean **gain** of **16.14**.

The following charts reflect the mean PLS-3 scores for each component of the test, with all four sites represented.


Expressive Communication


Auditory Comprehension

Total Language



In the 1994-95 Even Start Sample Study, the mean gains from pretest and posttest for Auditory Comprehension and Expressive Communication were 4.7 and 4.2, respectively. The mean gain scores for the Oklahoma City sites were 8.13 for Auditory Comprehension and 5.61 for Expressive Communication. The Total Language gain from pre to posttest was 5.2 for the Sample Study, and 6.71 for the Oklahoma City program sites. This Total Language mean gain was 1.51 higher for the Oklahoma City Even Start program sites than the Sample Study population (Tao, 1997: 143).

Overall Quality of the Program's Effect on Adult Participants and Longitudinal Effects on Both Preschool and GED Graduates

The overall quality of the program's long-term impact was determined from four additional sources of data. The Questionnaire for Current Adult Participants was used to reflect the attitude of the adult population currently involved in the program. The Questionnaire for Teachers of Preschool Graduates was used to interview teachers of preschool graduates. The questionnaire was used to report the performance of the children when they moved into kindergarten settings.

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The Iowa Test of Basic Skills was used to follow Even Start preschool graduates into the primary grades for the past ten years, from 1991-92 to the present program year. The test was used to determine the achievement of the Even Start graduates compared to the other students in their classrooms. The Questionnaire for Parents of Preschool Graduates was sent to all GED graduates, whose addresses were current, to see how they viewed their children's education experiences since leaving the program, however none were returned to the ET at the time of this report. Finally, the Questionnaire for GED Graduates was used as a fourth measure to evaluate the quality of the program once graduates had been away from the program for a minimum of one year.

Questionnaire for Current Adult Participants

The Questionnaire for Current Adult Participants was completed by participants at all four program sites for program quality information, as well as personal information pertaining to participants' reasons for entering this particular program and changes they have made since entering the program. The goals of the questionnaire were to discover underlying reasons for leaving high school and other programs, what they felt was most helpful about the FILM program, and how the program had changed their lives and the lives of their families. All parents were asked the same questions. A Spanish translation was used with participants whose primary language was Spanish.

Questionnaire Findings

The information obtained from the Questionnaire for Current Adult Participants was utilized to provide a descriptive account of participants' viewpoints of the impact of the FILM Program on themselves and their families.

Number of participants completing Questionnaires for each site:

Capitol Hill	**32**	***Horace Mann***	**18**
Eugene Field	**19**	***Eisenhower***	**12**

1. Ethnic background

Capitol Hill: 100% of the participants indicated Hispanic ethnic background.

Eugene Field: 100% of the participants were of Hispanic ethnic background.

Horace Mann: 100% of the participants were of Hispanic ethnic background.

Eisenhower: Eleven (91.6%) of the participants indicated Hispanic ethnic background with one participant (8.4%) of African American background.

2. Level of education completed before entering Even Start

The average grade level completed before entering the Even Start program was:

Capitol Hill:	**8.8**	***Horace Mann***	**8.4**
Eugene Field:	**7.7**	***Eisenhower***	**10.5**

3. Number of children

The average number of children per family was:

Capitol Hill:	**2.9**	***Horace Mann***	**2.1**
Eugene Field:	**2.6**	***Eisenhower***	**2.4**

4. Financial assistance before entering the program

The percentage of participants receiving financial assistance before entering the program was:

	Number Receiving Assistance	Percentage
Capitol Hill:	**1**	**3%**
Eugene Field:	**14**	**73.6%**
Horace Mann:	**0**	**0%**
Eisenhower:	**0**	**0%**

5. Currently receiving financial assistance

The percentage of participants currently receiving financial assistance was:

	Number Receiving Assistance	Percentage
Capitol Hill:	1	3%
Eugene Field:	14	73.6%
Horace Mann:	0	0%
Eisenhower:	0	0%

6. Types of assistance received:	ESL	GED Prep.	WIC	TANF	ASE
Capitol Hill:	5	3	0	0	1
Eugene Field:	2	1	15	1	0
Horace Mann:	6	1	0	0	0
Eisenhower:	0	0	1	0	0

7. Primary goal for entering the program:

	GED	Learn English	Help Children in School	Life/Job Skills
Capitol Hill:	2	28	18	4
Eugene Field:	2	15	2	0
Horace Mann:	3	14	11	1
Eisenhower:	8	5	5	9

Rank the following:

Participants were asked to rank the following as it best fit to their Even Start experience. A score of 5 = Greatly Improved, 4 = Some Improvement, 3 = Average, 2 = Below Average, 1 = No Change. ***(Not everyone answered all questions.)***

Capitol Hill:

1. **Improved my Education Level**
   5= 9 4= 12 3= 11 2= 0 1= 0

2. **Improved my attitude toward school**
   5= 12 4= 11 3= 8 2= 0 1= 1

3. **Read more for pleasure and information**
   5= 8 4= 10 3= 10 2= 1 1= 1

4. **Read more to my child(ren)**
   5= 15 4= 11 3= 5 2= 1 1= 0

5. **Listen to my child(ren)'s opinion**
   5= 17 4= 9 3= 5 2= 0 1= 1

6. **Observed improvement in my school aged child(ren)'s school performance**
   5= 13 4= 11 3= 6 2= 1 1= 1

7. **Participate more in my child(ren)'s school activities**
   5= 10 4= 12 3= 8 2= 0 1= 2

8. **More confidence in communicating with my child(ren)'s teacher**
   5= 15 4= 10 3= 7 2= 0 1= 0

9. **Solve problems in my personal life more successfully**
   5= 11 4= 15 3= 5 2= 0 1= 1

10. **More confident as a parent**
    5= 15 4= 11 3= 5 2= 0 1= 1

Participants were asked to comment on the following as a result of their experiences in Even Start.

Education:

1. Have you learned to set short range goals for your education?
One hundred percent of the participants reported learning to set goals for their education.
2. If English is your second language, are you currently speaking both languages in your home? If not, what language do you speak in your home?
Fourteen of twenty participants responding to this question (70%) reported speaking both languages at home. The remaining participants reported speaking Spanish at home.

3. Are you reading more than you did before you began Even Start?
Out of the thirty-one participants responding to this question, thirty (97%) reported reading more now than when they entered the program. Only 1 participant answered "no" to this question.

4. What types of reading materials do you currently read?
(Participants could choose more than one answer.)

Newspapers	*29*	**Magazines**	*17*	**Books**	*31*
Coupons	*26*	**Letters**	*20*	**Notes from School**	*31*
T.V. Guide	*6*	**Advertisement**	*26*	**Religious Materials**	*23*
Street Signs	*4*				

Employment:

5. Were you employed before you started the Even Start program?
Eight (26%) of the participants were employed when they entered the Even Start program.

6. Do you have a job today? If not, why?
Seven (23%) of the thirty participants responding to this question are currently employed.

7. Has your financial situation improved?
Nineteen (73%) of twenty-six participants believe that their financial situation has improved.

Family Situation:

8. What was your marital status when you entered the program?
Twenty-nine participants (93.5%) of the population were married upon entering the program, one participant was single, and one participant was separated.

Questions 9 and 10 were discussed in the Home Visit Interaction Component, and Question 11 was discussed in the Parent/Child Interaction Component.

Parenting:

Question 12 was discussed in the Home Visit Interaction Component, and Questions 13 and 14 were discussed in the Parent/Child Interaction Component.

Parent Involvement:

15. How would you rate your school aged child(ren)'s performance in school before you began the Even Start Program?

Excellent	Above Average	Average	Below Average	Failing
1	*5*	*19*	*3*	*0*

16. How would you rank you school aged child(ren)'s current school performance?

Excellent	Above Average	Average	Below Average	Failing
7	*12*	*9*	*1*	*0*

17. Have your school-aged children been more successful in school as a result of your attendance in Even Start?

Twenty-seven (93%) of the participants believe that their school-aged children are more successful due to the parent's participation in the Even Start program.

18. Do you participate in school activities, both at Even Start and the Public Schools? Which ones?

Twenty-nine (97%) of the participants indicated that they participate in school activities. Types of activities included:

Parent/Teacher Conferences	*31*	**Parent/Teacher Organization**	*18*
Volunteer in Classroom	*9*	**Field Trips**	*22*
School Sports	*5*	**Open House**	*17*

Community Involvement:

19. Do you participate in more community activities today?

Fifteen (50%) of the participants reported participating more in community activities. Those activities include:

Neighborhood Watch	*2*
Political Rallies	*1*
Neighborhood Clean-up	*3*
Church	*15*
Ethnic Organizations	*1*

Eugene Field:

1. Improved my Education Level
   5= 8 4= 7 3= 4 2= 0 1= 0

2. Improved my attitude toward school
   5= 2 4= 9 3= 8 2= 0 1= 1

3. Read more for pleasure and information
   5= 3 4= 6 3= 4 2= 0 1= 0
4. Read more to my child(ren)
   5= 10 4= 8 3= 1 2= 0 1= 0

5. Listen to my child(ren)'s opinion
   5= 15 4= 3 3= 1 2= 0 1= 0

6. Observed improvement in my school aged child(ren)'s school performance
   5= 3 4= 6 3= 1 2= 1 1= 0

7. Participate more in my child(ren)'s school activities
   5= 12 4= 4 3= 2 2= 0 1= 0

8. More confidence in communicating with my child(ren)'s teacher
   5= 5 4= 11 3= 2 2= 0 1= 0

9. Solve problems in my personal life more successfully
   5= 5 4= 10 3= 3 2= 0 1= 0

10. More confident as a parent
    5= 12 4= 5 3= 2 2= 0 1= 0

Participants were asked to comment on the following as a result of their experiences in Even Start.

Education:

1. Have you learned to set short range goals for your education?
One hundred percent of the participants reported learning to set goals for their education.

2. If English is your second language, are you currently speaking both languages in your home? If not, what language do you speak in your home?
Two of ten participants responding to this question (20%) reported speaking both languages at home. The remaining participants reported speaking Spanish at home.

3. Are you reading more than you did before you began Even Start?

All fourteen participants responding to this question (100%) indicated that they are reading more than before.

4. What types of reading materials do you currently read?
(Participants could choose more than one answer.)

Newspapers	***9***	**Magazines**	***15***	**Books**	***18***
Coupons	***14***	**Letters**	***8***	**Notes from School**	***14***
T.V. Guide	***5***	**Advertisement**	***4***	**Religious Materials**	***8***
Street Signs	***16***				

Employment:

5. Were you employed before you started the Even Start program?
Two (10.5%) of the participants were employed when they entered the Even Start program.

6. Do you have a job today? If not, why?
Three (16%) of the nineteen participants responding to this question are currently employed. The main reason participants were not employed was to care for their children.

7. Has your financial situation improved?
Six (31.5%) of nineteen participants believe that their financial situation has improved.

Family Situation:

8. What was your marital status when you entered the program?
Nineteen participants (100%) of the population were married upon entering the program.

Questions 9 and 10 were discussed in the Home Visit Interaction Component, and Question 11 was discussed in the Parent/Child Interaction Component.

Parenting:

Question 12 was discussed in the Home Visit Interaction Component, and Questions 13 and 14 were discussed in the Parent/Child Interaction Component.

Parent Involvement:

15. How would you rate your school aged child(ren)'s performance in school before you began the Even Start Program?

Excellent	Above Average	Average	Below Average	Failing
3	*1*	*5*	*2*	*0*

16. How would you rank you school aged child(ren)'s current school performance?

Excellent	Above Average	Average	Below Average	Failing
4	*5*	*2*	*1*	*0*

17. **Have your school-aged children been more successful in school as a result of your attendance in Even Start?**
All twelve (100%) of the participants responding to this question believe that their school-aged children are more successful due to the parent's participation in the Even Start program.

18. **Do you participate in school activities, both at Even Start and the Public Schools? Which ones?**
Ten (91%) of the eleven participants responding to this question, indicated that they participate in school activities. Types of activities included:

Parent/Teacher Conferences	*10*	**Parent/Teacher Organization**	*1*
Volunteer in Classroom	*1*	**Field Trips**	*1*
School Sports	*1*	**Open House**	*7*

Community Involvement:

19. **Do you participate in more community activities today?**
Nine (53%) of the seventeen participants responding to this question reported participating more in community activities. Those activities include:

Neighborhood Watch	*4*	*Neighborhood Association*	*1*
Church	*9*		

Horace Mann:

1. **Improved my Education Level**
5= 3 4= 7 3= 8 2= 0 1= 0

2. **Improved my attitude toward school**
5= 2 4= 5 3= 11 2= 0 1= 0

3. **Read more for pleasure and information**
5= 5 4= 5 3= 6 2= 0 1= 0

4. **Read more to my child(ren)**
5= 8 4= 4 3= 6 2= 0 1= 0

5. **Listen to my child(ren)'s opinion**
5= 9 4= 4 3= 5 2= 0 1= 0

6. **Observed improvement in my school aged child(ren)'s school performance**
5= 7 4= 6 3= 5 2= 0 1= 0

7. **Participate more in my child(ren)'s school activities**
5= 6 4= 6 3= 6 2= 0 1= 0

8. **More confidence in communicating with my child(ren)'s teacher**

5= 7 4= 9 3= 2 2= 0 1= 0

9. **Solve problems in my personal life more successfully**

5= 6 4= 5 3= 7 2= 0 1= 0

10. **More confident as a parent**

5= 9 4= 5 3= 4 2= 0 1= 0

Participants were asked to comment on the following as a result of their experiences in Even Start.

Education:

1. Have you learned to set short range goals for your education?
Fifteen (94%) of participants reported that they had learned to set short range goals for their education, while only one participant reporting not having learned to do so.

2. If English is your second language, are you currently speaking both languages in your home? If not, what language do you speak in your home?
Twelve of eighteen participants responding to this question (67%) reported speaking both languages at home. The remaining participants reported speaking Spanish at home.

3. Are you reading more than you did before you began Even Start?
Seventeen participants responding to this question (94.4%) indicated that they are reading more than before. One participant did not.

4. What types of reading materials do you currently read?
(Participants could choose more than one answer.)

Newspapers	*16*	**Magazines**	*11*	**Books**	*17*
Coupons	*14*	**Letters**	*13*	**Notes from School**	*15*
T.V. Guide	*2*	**Advertisement**	*13*	**Religious Materials**	*14*
Street Signs	*8*				

Employment:

5. Were you employed before you started the Even Start program?
Only one (5.5%) of the participants was employed when she entered the Even start program.

6. Do you have a job today? If not, why?
Seven (39%) of the eighteen participants responding to this question are currently employed.

7. Has your financial situation improved?
Five (38%) of thirteen participants believe that their financial situation has improved.

Family Situation:

8. What was your marital status when you entered the program?
Fifteen participants (94%) of the sixteen participants responding to this question were married, and one was single upon entering the program.

Questions 9 and 10 were discussed in the Home Visit Interaction Component, and Question 11 was discussed in the Parent/Child Interaction Component.

Parenting:

Question 12 was discussed in the Home Visit Interaction Component, and Questions 13 and 14 were discussed in the Parent/Child Interaction Component.

Parent Involvement:

15. How would you rate your school-aged child(ren)'s performance in school before you began the Even Start Program?

Excellent	Above Average	Average	Below Average	Failing
6	*0*	*6*	*2*	*1*

16. How would you rank your school-aged child(ren)'s current school performance?

Excellent	Above Average	Average	Below Average	Failing
6	*2*	*6*	*0*	*0*

17. Have your school-aged children been more successful in school as a result of your attendance in Even Start?
All seventeen (100%) of the participants responding to this question believe that their school-aged children are more successful due to the parent's participation in the Even Start program.

18. Do you participate in school activities, both at Even Start and the Public Schools? Which ones?
Sixteen (94%) of the seventeen participants responding to this question, indicated that they participate in school activities. Types of activities included:

Parent/Teacher Conferences *0*
Volunteer in Classroom *6*
School Sports *3*
Parent/Teacher Organization *4*
Field Trips *9*
Open House *8*

Community Involvement:

19. Do you participate in more community activities today?
Six (43%) of the fourteen participants responding to this question reported participating more in community activities. Those activities include:

Neighborhood Cleanup	*1*
Ethnic Organizations	*1*
Church	*4*

Eisenhower:

1. Improved my Education Level
5= 2 4= 6 3= 3 2= 1 1= 0

2. Improved my attitude toward school
5= 5 4= 4 3= 3 2= 0 1= 0

3. Read more for pleasure and information
5= 4 4= 3 3= 5 2= 0 1= 0

4. Read more to my child(ren)
5= 5 4= 5 3= 1 2= 1 1= 0

5. Listen to my child(ren)'s opinion
5= 5 4= 7 3= 2= 0 1= 0

6. Observed improvement in my school aged child(ren)'s school performance
5= 3 4= 6 3= 1 2= 1 1= 0

7. Participate more in my child(ren)'s school activities
5= 4 4= 5 3= 2 2= 1 1= 0

8. More confidence in communicating with my child(ren)'s teacher
5= 6 4= 3 3= 2 2= 1 1= 0

9. Solve problems in my personal life more successfully
5= 3 4= 5 3= 3 2= 1 1= 0

10. More confident as a parent
5= 6 4= 6 3= 0 2= 0 1= 0

Participants were asked to comment on the following as a result of their experiences in Even Start.

Education:

1. Have you learned to set short range goals for your education?
One hundred percent of the participants reported learning to set goals for their education.

2. If English is your second language, are you currently speaking both languages in your home? If not, what language do you speak in your home?
Eight of eleven participants responding to this question (73%) reported speaking both languages at home. The remaining three participants reported speaking Spanish at home.

3. Are you reading more than you did before you began Even Start?
Eleven of twelve participants responding to this question (92%) indicated that they are reading more than before.

4. What types of reading materials do you currently read?
(Participants could choose more than one answer.)

Newspapers	*7*	**Magazines**	*10*	**Books**	*11*
Coupons	*7*	**Letters**	*6*	**Notes from School**	*8*
T.V. Guide	*2*	**Advertisement**	*6*	**Religious Materials**	*6*
Street Signs	*7*				

Employment:

5. Were you employed before you started the Even Start program?
Three (27%) of the participants were employed when they entered the Even start program.

6. Do you have a job today? If not, why?
Two (18%) of the eleven participants responding to this question are currently employed. The main reasons participants were not employed was to get more training first and to stay at home with their children.

7. Has your financial situation improved?
Seven of the nine participants (78%) responding to this question believe that their financial situation has improved.

Family Situation:

8. What was your marital status when you entered the program?
Eleven participants (92%) were married upon entering the program and one was single.

Questions 9 and 10 were discussed in the Home Visit Interaction Component, and Question 11 was discussed in the Parent/Child Interaction Component.

Parenting:

Question 12 was discussed in the Home Visit Interaction Component, and Questions 13 and 14 were discussed in the Parent/Child Interaction Component.

Parent Involvement:

15. How would you rate your school aged child(ren)'s performance in school before you began the Even Start Program?

Excellent	Above Average	Average	Below Average	Failing
1	*2*	*8*	*1*	*0*

16. How would you rank you school aged child(ren)'s current school performance?

Excellent	Above Average	Average	Below Average	Failing
4	*2*	*5*	*1*	*0*

17. Have your school-aged children been more successful in school as a result of your attendance in Even Start?
Nine of the ten participants (90%) responding to this question believe that their school-aged children are more successful due to the parent's participation in the Even Start program.

18. Do you participate in school activities, both at Even Start and the Public Schools? Which ones?
Ten (91%) of the eleven participants responding to this question, indicated that they participate in school activities. Types of activities included:

Parent/Teacher Conferences *7*
Volunteer in Classroom *2*
School Sports *2*
Others: *Garden Project and Carnivals*
Parent/Teacher Organization *3*
Field Trips *6*
Open House *7*

Community Involvement:

19. Do you participate in more community activities today?
Two (33%) of the six participants responding to this question reported participating more in community activities. Nine participants indicated that they are involved in church-related activities. This was the only activity selected.

Even Start -- Family Literacy:

Answers to the following essay questions are reflective of answers received from participants from all four sites.

20. As a result of your experiences in Even Start, what major changes have you made in your life?
Selected responses included:

- *"I have a better relationship with my children."*
- *"No more depression."*
- *"I'm trying more to be a better mom, friend, and wife – I've learned more English."*
- *"I am trying to be a better person, so changed my attitude with my family. I passed my GED."*
- *"There have been many changes ~~in~~ my life, but one of them is my perspective of continuing to study."*
- *"I have somewhat of a mind set on my GED."*

21. What do you consider are the weaknesses of the Even Start program?

- *"Nothing, the program is excellent."*
- *"All is good."*
- *"Less time to spend on job training or search."*
- *"I need more class time...more hours everyday."*
- *"I wish I could have worked on speaking English more."*
- *"The site coordinator was my teacher. She had to spend some time out of the classroom that I wish she had been in class."*
- *"I want more class about GED. I wish to learn math, social studies, more hours everyday."*
- *"More things to learn, like Algebra and computers, and more time with our kids."*

22. What do you consider are the strengths of the Even Start program?
Selected responses include:

- *"The parenting skills that they teach. I have learned so much about different ways of listening and talking to my children and spouse."*
- *"Our teacher. She is professional. She has a lot of knowledge and experience."*
- *"The attitudes of the teachers that help us reach our goals."*
- *"I like that I can bring my children with me, and I have friends and my two teachers. They are good people and good teachers and I learn more English."*
- *"The teachers are important for help to everyone."*
- *"I really like it because everyone gets along well."*

Teacher Questionnaire for Even Start Preschool Graduates

For the past seven years, the evaluation team has followed the children who have attended the Oklahoma City Even Start program at Capitol Hill. The children who attend kindergarten in the surrounding community are assessed though follow-up interviews with their kindergarten teachers. During the school year of 2000-2001, sixteen children from Even Start attended kindergarten in the Oklahoma City Public School District. Of the sixteen, eight of the kindergarten students' teachers were available to be interviewed. The teachers returned information about nine of the sixteen Even Start graduates. Three kindergarten students were female and six were male. Spanish was the first language spoken by all of the children.

The Brigance Kindergarten Screening Instrument is administered in Oklahoma City Public Schools each year as a pre and post assessment of the kindergarten children. The 2000-2001 Brigance Kindergarten Screening scores were available for only three children for analysis purposes at the time this report went to press. The data from previous years has been included for purposes of longitudinal information only.

Brigance Kindergarten Screening Instrument
Longitudinal Pretest and Posttest Scores

	‘92-’93	‘93-’94	‘94-’95	‘95-96	‘96-’97	‘97-’98	‘98-’99 ’99-‘00	’00-‘01
# of Children	5	6	NA	9	15	8	NA	3
Pre	68.4	72.3	67.2	60.5	62.1	73	NA	71.5
Post	92.5	97.9	89.6	91.0	88.73	93	NA	96
Gain	24.1	25.6	22.4	30.45	26.63	13.9	NA	24.5

There is considerable evidence over the past seven years that the Even Start children enter the public school system as kindergarten students who are ready to learn.

Questionnaires are sent to the kindergarten teachers to provide follow-up information about how well the students are doing academically, physically, socially, and emotionally in comparison to the other students in their kindergarten class. In addition, the teachers are asked to evaluate the family's participation in school events and to predict the future school success for the kindergarten child. The teachers supply their answers using a 5-point Likert scale. The choices are Excellent (5), Above Average (4), Average (3), Below Average (2) and Poor (1). Four open-ended questions also provide information about the children and their families' participation in school events.

Analysis of the data is shown in Exhibit Z. The mean scores indicate that the kindergarten children were ranked by their teachers as above the classroom average on all but one of the questions. Their reading skills were ranked by the teachers as a mean score of 2.78, with four of the students ranked as below average. Although the Even Start children's first language was Spanish, they were ranked as overall above average in comparison to the other students in the classroom with a mean score of 3.11. The other emergent literacy skill, which dealt with their writing level was ranked as 3.22.

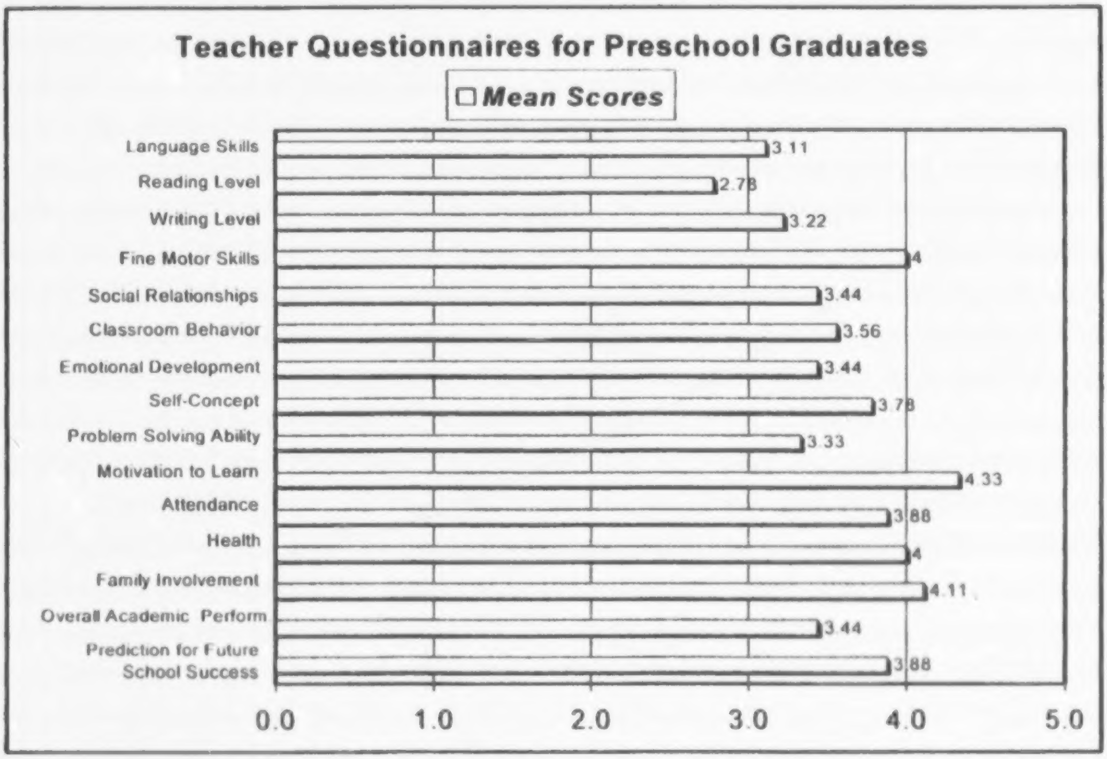
In comparison to their classmates, the Even Start kindergarten children were above average in their social, emotional and cognitive development. Fine motor skills were assessed on question 4 with a mean score of 4.00. The mean responses to questions 5 (social relationships), 6 (classroom behavior), 7 (emotional development), and 8 (self-concept development) were 3.44, 3.56, 3.44, and 3.78, respectively. On question 9, which asked the teachers to rank the child's problem-solving ability, the mean score was 3.33. Motivation to learn was ranked in Question 10. On that important attitudinal question, the teachers ranked the Even Start kindergarten children with a 4.33. No child received a ranking of less than an average score of 3 on this question.

Attendance, general health and family involvement were ranked by the teachers on questions 11, 12 and 13, respectively. In the area of attendance, the Even Start graduates scored above average when compared to their classmates with a rank of 3.88. In fact, most of the graduates had good to excellent attendance. Their general health mean score was even higher, 4.00. Question 13 asked the teachers to rank the Even Start children's family involvement. When compared to the other classmates' family involvement, the Even Start families were ranked as well above average, 4.11 out of a possible 5. This was the area on the questionnaire receiving the highest mean scores. All of the scores on this question were either ranked 4 or 5 with one family being ranked as a 3 (Average).

The last two Likert responses were two questions about the child's overall academic performance and the teacher's prediction for their future success. The scores were above average for both of these questions, 3.44 and 3.88, respectively. Only one child received a below average score from the teacher as to overall academic performance this year. However, the teacher predicted that the same child would have an average chance of future success in school. All of the rest of the children were ranked as having average, above average, or excellent chances of future success in school.

Exhibit Z
Even Start Kindergarten Scores for 2000-2001

Question #	Category of Question	Mean Scores N=9	% Above or Below
1	Language Skills (Vocabulary Development)	3.11	(4%)
2	Reading Level	2.78	(-7%)
3	Writing Level (Awareness of Print)	3.22	(7%)
4.	Fine Motor Skills	4.00	(34%)
5	Social Relationships	3.44	(15%)
6	Classroom Behavior	3.56	(19%)
7	Emotional Development	3.44	(15%)
8	Self-concept Development	3.78	(26%)
9	Problem-solving Ability	3.33	(11%)
10	Motivation to Learn	4.33	(44%)
11	Attendance	3.88	(29%)
12	Health	4.00	(34%)
13	Family Involvement	4.11	(37%)
14	Overall Academic Performance	3.44	(15%)
15	Prediction for Future Success in School	3.88	(29%)



The data can also be analyzed by looking at scores of the individual children in Exhibit Y. Of the nine kindergarten students, only one of them had a less than average score, 2.93. Two of them had mean scores of more than 4. One of the kindergarten children had a mean score of 4.93 out of a possible 5. The overall mean score for the kindergarten questionnaire was 3.64 out of a possible 5.

Exhibit Y
Total Mean Scores of Even Start Kindergarten Students

Student ID	Mean Score	% Above or Below Class Average of 3.0
1	4.13	38%
2	2.93	-2%
3	3.67	22%
4	3.07	2%
5	3.27	9%
6	3.80	27%
7	3.87	29%
8	4.93	64%
9	3.07	2%
Total Mean	3.64	

The teachers were also asked for any comments regarding the student's strengths, weaknesses and general comments about the family's participation in school events.

Selected comments include:

1. **What do you view as this student's strengths?**

- *"Parent concern – happy child, fairly well-behaved, fairly good listener."*
- *"Parental support! Parents assist him with homework and stay involved."*
- *"Maturity, independence, strong social skills."*
- *"Fine motor skills and cooperative grouping. Works very well with others and has very nice and neat work always! Very creative."*
- *"...is internally motivated to learn. She is a natural leader and has positive self-esteem."*
- *"Very motivated and finds ways to adapt new concepts in ways she is able to understand. She is very artistic. She is well cared for and seems to be thriving in her home situation. I would love for all my students to be like her."*

2. **What do you view as this student's weaknesses?**

- *"Language skills are her weakness and she is improving. Her first language is Spanish. Her English has come a long way. She receives bilingual instruction 30 minutes a day."*
- *"I think ...is immature in behavior and social skills."*
- *"Her natural leadership skills sometimes cause conflict with other leaders. She has yet to learn how to compromise (developmental)."*
- *"Still has some difficulties with letters and sounds, but is improving."*
- *"Shyness, aloofness sometimes."*

3. **Select those areas that you have observed this student's parents participate in during the school year.**

Open House	**7**	**Parent/Teacher Conferences**	**9**
Homework	**8**	**Special Events**	**4**
Other Classroom	**2** ***(Parent volunteer on field trips, brings treats to parties)***		

In this portion, the teachers indicated that the parents were involved in most of the events mentioned: open house, parent/teacher conferences, special events, and homework.

Additional Comments:

- *"D.'s mother is very concerned with her academic skills and behavior."*
- *"J.'s parents are very helpful with his behavior and academic progress."*
- *"J. started off strong and has only gotten stronger. She can read, writes beautifully and is* *very* *sociably mature. Loves art and playing 'school'."*
- *"R.'s parents are cooperative and supportive of R. and the school. They were extremely willing to help R. at home. They asked about products they could purchase to help R.*

They are willing to help R. be the best he can be. R. responded to help from his parents and peer tutoring. In a short amount of time, there was a great deal of progress."

- ➢ *"Most Spanish parents are shy and often don't ask questions. E.'s mother is not afraid to ask about her progress or school events."*

Follow-up Achievement of Even Start Graduates in Primary/Middle School

Since the school year of 1994-95, standardized test data of the Even Start graduates have been collected and analyzed. Academic achievement has been measured in the Oklahoma City Public Schools by using the Iowa Test of Basic Skills (ITBS). Since 1994-95, the evaluation team has been able to obtain the scores from the Research and Evaluation office of the Oklahoma City Public Schools District.

Achievement has been reported for 50 Even Start graduates currently enrolled in first though eighth grade in the district. This is the first school year that first graders have been tested with the ITBS in selected schools. Five of the Even Start graduates' attended schools where first grade scores were reported to us. The Even Start graduates' scores were taken from 20 elementary schools and 10 middle schools in the district. In 2000-2001, the third graders did not take the ITBS so their scores were not available to the evaluation team. The Even Start graduates' scores are averaged together (mean score) according to grade level and the scores of their respective classes are also averaged together. **Across the board from first grade through eighth grade, the Even Start graduates have mean scores that indicate that they have outperformed their classmates' mean scores on the ITBS this school year.**

Exhibit Z

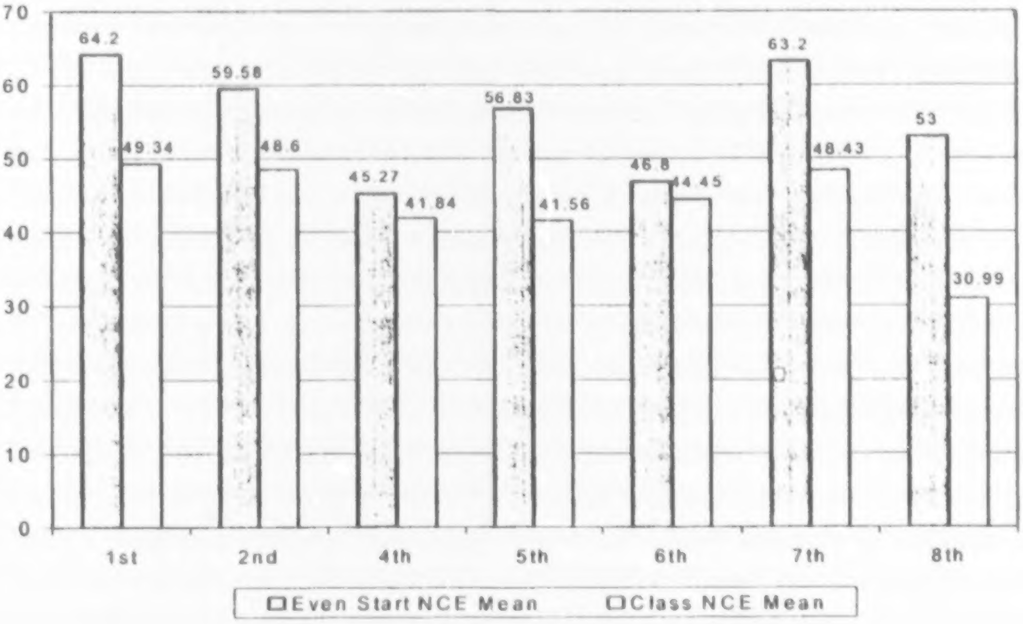
Comparison of Even Start Graduates and Their Classmates
NCE* scores on the ITBS, 2000-2001

Grade	N of group	Even Start NCE Mean Score	Class NCE Mean Score
1st	5	64.20	49.34
2nd	12	59.58	48.60
3rd	----	----	----
4th	15	45.27	41.84
5th	6	56.83	41.56
6th	5	46.80	44.45
7th	5	63.20	48.43
8th	2	53	30.99

*Scores on the ITBS are reported as percentage scores as well as National Curve Equivalent (NCE) scores. In order to compare the Even Start students' scores to their classmates' scores, NCE scores were used. The NCE core scores are used rather than the NCE composite scores.

Table Z

Comparison of Even Start Graduates and Their Classmates
NCE Scores on the ITBS, 2000-2001



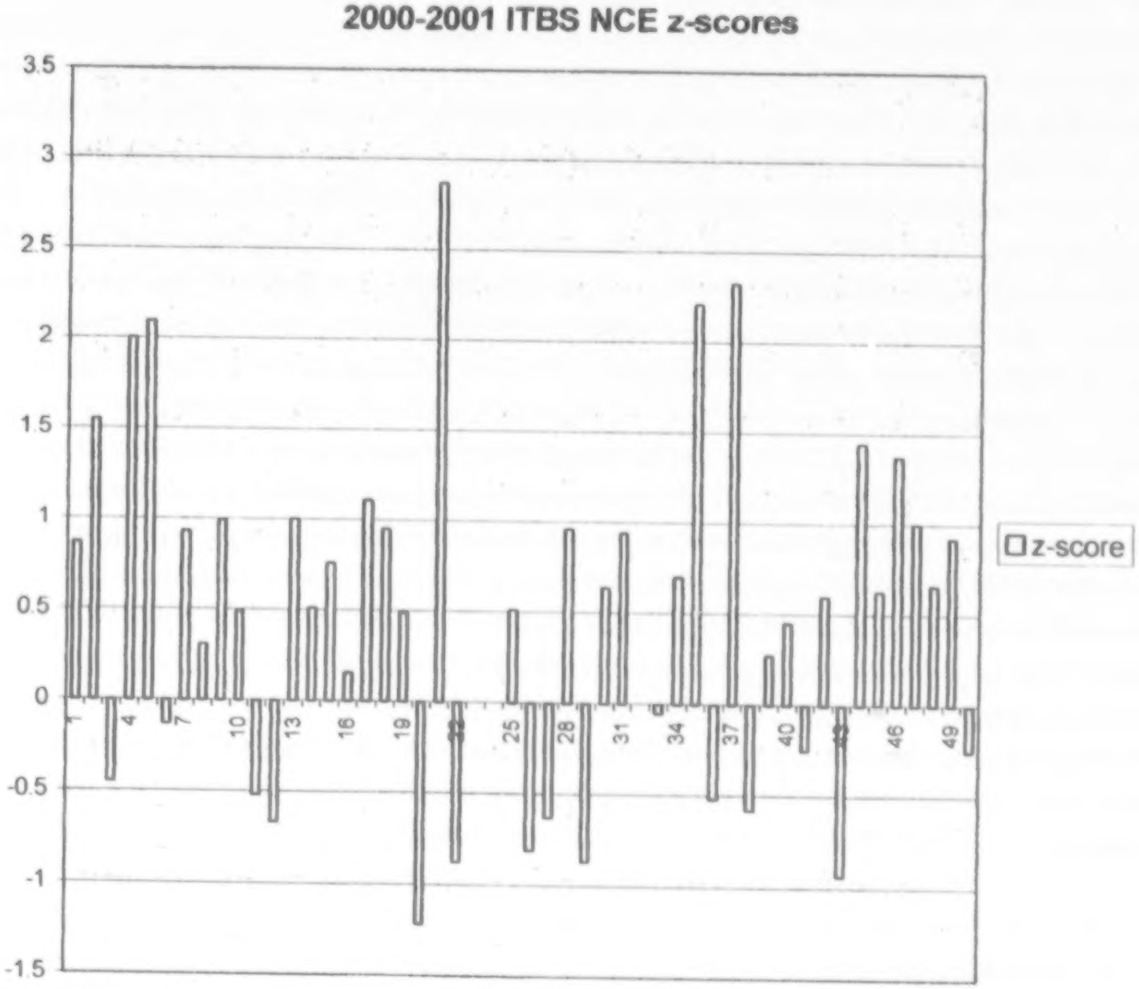
As the tables show, the first graders (N=5) had a mean score of 64.2 NCE points while their classmates' NCE mean score was 49.34. The second graders (N=12) had a mean score of 59.58 NCE points as compared to their classmates' NCE mean score of 48.60. The fourth graders (N=15) had a NCE mean score of 45.27 in comparison to their classmates' NCE mean score of 41.84. The fifth graders (N=6) had a NCE mean score of 56.83 while their classmates scored a mean of 41.56. The sixth graders (N=5) also outperformed their classmates with a NCE score of 63.20 as compared to 48.43. The seventh graders (N=5) scored at the level of 63.20 NCE points while their classmates scored 48.43 NCE points. Although there were only two eighth graders, these Even Start graduates had a mean NCE score of 53 as compared to their classmates' NCE mean score of 30.99.

While the mean scores are compared in the charts above, the relative standing of each Even Start graduate can be shown graphically by computing z-scores (See Table A). A z-score shows how far above or below the average score each student's score is in standard deviation units. In this way, each student's score can be compared to their peers' average score in their class.

Most of the Even Start graduates are doing as well as or better than their peers. An examination of the z-scores shows that 15 of the 50 Even Start graduates scored below the average score of their classmates. Thirty-five of the fifty Even Start graduates scored average or above average in comparison to their peers. A more careful inspection of the scores shows that only one of the below-average scores is below the -1 level. In a normal distribution of scores, most of the students would be expected to have scores between +1 and -1. On the other hand, nine of the Even Start graduates scored above the +1 level. And of those nine, four of them were above the +2 level.

Another way to examine the effects of the Even Start program longitudinally is to display the scores of each of the eight groups of children (Table B). The first group was tested with the ITBS in 94-95 as second graders. They now have seven years of ITBS scores. There are only four children left in the first cohort who are either still in the Oklahoma City Public School system or whose scores were reported. With the advent of the policy to test everyone, we hope to see more of the Even Start graduates' scores reported. For example, the fifth cohort who are the present fourth graders entered with a group size of 6 the first year, 10 the second year and this year had a group size of 15. Another reason for group attrition is that the families may choose to enroll their children in private schools, may move out of the Oklahoma City Public School district, or may move to another location.

If you read the bold scores diagonally, you can see the mean NCE score of second graders through the eight years of historical evaluation.



Numbers 1-2 are 8th graders
Numbers 3-7 are 7th graders
Numbers 8-12 are 6th graders
Numbers 13-18 are 5th graders
Numbers 19-33 are 4th graders
Numbers 34-45 are 2nd graders
Numbers 46-50 are 1st graders

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Table B

Longitudinal ITBS NCE Scores

Group	'95	'96	'97	'98	'99	'00	'01	
1st	**63.75** n=4	63.00 n=3	**70.00** n=2	67.75 n=4	57.33 n=4	58.50 n=4	53.00 n=2	2nd-8th grades
2nd		**83.00** n=2	79.50 n=4	**68.80** n=5	68.00 n=6	55.50 n=2	63.20 n=5	2nd-7th grades
3rd			**59.50** n=4	62.57 n=7	**58.17** n=6	-----	46.80 n=5	2nd-6th grades
4th				**41.60** n=5	60.17 n=6	**61.00** n=5	56.83 n=6	2nd-5th grades
5th					**50.0** n=6	58.10 n=10	**45.26** n=15	2nd-4th grades
6th						**52.60** n=10	------	2nd-3rd grades
7th							**59.58** n=12	2nd grade
8th							**64.20** n=5	1st grade

With the trend to have more scores reported for the Even Start graduates, the mean scores will be less extreme. There are some trends to be noted even though the group sizes are small. There has been a wash-out effect reported in the literature with compensatory programs, such as Head Start. The Head Start children's scores begin to fade after the fourth grade. The second set of bold scores indicates the fourth grade NCE mean scores for the Even Start graduates. The trend to wash-out is not true of the Even Start graduates. Even with the fifth cohort (the present fourth graders) another explanation for having a lower mean NCE score in 4th grade compared to 2nd grade could be regression to the mean since there was a larger sample size. Overall, the longitudinal data indicates that the Even Start graduates are doing well in public school. If you read the bold scores diagonally, you can see the mean NCE score of second graders through the eight years of historical evaluation.

Questionnaire for Parents of Preschool Graduates

In April of 2001, a Questionnaire for Parents of Preschool Graduates was sent to the parents of Even Start preschool graduates who were in the first, second, third, fourth, and fifth grades. There were no completed questionnaires returned to the ET for this program year. Questionnaires were returned to the ET because the former participants no longer lived at the address given to the ET.

Questionnaire for GED Graduates

For the 2000-2001 program year, more than 100 Questionnaires for GED Graduates were sent to former Even Start GED graduates who are no longer in the program. Of the questionnaires sent, only **11** have been returned to the ET at the time this report went to print. The summary of information is as follows:

1. Ethnic background:
Ten of the respondents were of Hispanic background and one person indicated European-American background.

2. The level of education you completed before entering Even Start?
The average level of education completed was 10.6.

3. Were you on financial assistance before entering Even Start?
No ***9*** **Yes** ***1***
(One respondent did not answer this question.)

Are you currently receiving financial assistance?
Ten of the respondents reported not currently being on financial assistance, while one respondent is currently receiving financial assistance.

4. If you are an immigrant, how long have you lived in this country?
Five of the respondents indicated a range from 2 years, 4 months to 22 years. The average for these was 14 years.

Directions: Circle the ranking that best fits your opinion.

5 = Strongly Agree; 4 = Moderately Agree; 3 = Somewhat Agree; 2 = Disagree; 1 = No Change.
As a result of my experience in Even Start, I . . .

1. **Have improved my education level.**
   5= 7 4= *4* 3= *0* 2= *0* 1= *0*

2. **Have improved my attitude toward school.**
   5= *8* 4= *1* 3= *1* 2= *0* 1= *1*

3. **Read more for pleasure and information.**
   5= 7 4= *4* 3= *0* 2= *0* 1= *0*

4. **Have improved my income level.**
   5= *6* 4= *1* 3= *2* 2= *0* 1= *2*

5. **Participate more in my child's education**
   5= *7* 4= *3* 3= *0* 2= *0* 1= *1*

(The person selecting "1" wrote that she has always participated in her child's education.)

6. **Listen more to my child's opinion.**
   5= 7 4= *3* 3= *1* 2= *0* 1= *0*

7. **Read more to my child(ren).**
   5= *5* 4= *4* 3= *1* 2= *0* 1= *1*

(The person selecting "1" wrote that she has always read to her children.)

8. **Have observed improvement in my school aged child(ren)'s school activities.**
   5= 7 4= *3* 3= *0* 2= *0* 1= *1*

9. **Participate more in my child(ren)'s school activities.**
   5= *4* 4= *6* 3= *0* 2= *0* 1= *1*

(The person selecting "1" wrote that she has always participated in school activities.)

10. **Have more confidence in communicating with my child(ren)'s teacher(s).**
    5= *8* 4= *3* 3= *0* 2= *0* 1= *0*

11. **Am involved in community activities such as church and volunteer activities.**
    5= *4* 4= *3* 3= *2* 2= *1* 1= *1*

12. **Solve problems in my personal life more successfully.**
    5= *8* 4= *2* 3= *1* 2= *0* 1= *0*

Answer the following questions by writing you response in the space provided.

Education:

1. Are you currently continuing your education? (Or) Do you have plans for continuing your education?
Six of the respondents are currently continuing their education. Four of the remaining five respondents have plans for continuing their education in the future.

2. Have you completed any other job training or educational programs since leaving Even Start?
Four of the respondents reported having completed other job training or educational programs since leaving Even Start. One replied that she has received some college credits, one received training with the Census, and one respondent received Clinical Medical Assistance training.

3. Circle the types of reading materials you currently read. (Participants could choose more than one answer.)

Newspaper *10* **Magazines** *9* **Books** *11*
Coupons *5* **Letters** *8* **Notes from school** *9* **T.V. Guide** *4* **Street signs** *9* **Advertisements** *9* **Religious materials** *6* **Others:** *included college school books.*

4. What types of writing do you do?
Responses include:

Grocery Lists	*8*	**Goals**	*6*
Letters	*10*	**Journal**	*4*

Life Style:

5. Do you have a job today?
Ten respondents indicated that they currently have jobs and one does not.

6. Has your financial situation improved since leaving Even Start?
Seven of the eight respondents who answered this question, reported having an improved financial situation because they are now working. The other respondents indicated that their financial situation is about the same as it was before leaving the program. Comments included:

- *"I never had financial problems before or after Even Start, but I am better than before."*
- *"We are off of financial assistance and both myself and my spouse are employed at full-time jobs."*
- *"I started working for Even Start seven years ago, so now I can contribute with some money for my family. Our income has improved."*

Family Situation:

7. What was your marital status when you entered the Even Start program?
All eleven of the respondents reported being married at the time they entered the Even Start program.

8. What is your current marital status?
All eleven of the respondents are still married.

9. How have you learned to solve problems more effectively?
Selected responses include:

- *"By analyzing the problem and solving it as best of my knowledge."*
- *"By problem solving."*
- *"I've listened to experiences from other people and how I can take advantage of that."*
- *"The knowledge of a second language (English) is a great opportunity."*
- *"At the Even Start Program, I learned that you need to be more independent, and have patience. Now I think more about problems before I make a decision."*

Parenting:

11. Parents are considered their "child's first teacher." Do you consider yourself your child's first teacher?
All of the respondents who answered this question said yes. Some selected responses include:

- *"I believe that we as parents had to teach our children before you let them have another teacher."*
- *"Because they learn from us first."*
- *"I can teach them good habits."*
- *"Because we teach them morals and get them ready for kindergarten."*
- *"From the day they were born, I was teaching them, touching, loving. I gave them encouragement."*

12. Have you changed the way you discipline you children?
Seven of the respondents who chose to answer this question said they had changed the way they discipline their children. Selected responses include:

- *"I acknowledge their behavior before I discipline. I respect them and try to talk to them."*
- *"More time outs instead of yelling."*
- *"I give them love instead of force."*

13. Have you changed your parenting behavior?
Eight of the respondents who answered this question indicated they had changed their parenting behavior, while two respondents indicated they had not. Selected responses include:

- *"I learned to be a parent and let my children be my children. I discipline with love."*
- *"I try to listen more."*
- *"We talk about what bothers us. We try to control our anger."*
- *"I've had to now that all my children are teenagers. I have to listen more and be trustful and respect their opinions."*

14. What kinds of activities or daily routines does your family do together?
Responses included:

- *"Eat dinner together and talking at the table."*
- *This year we have our children in sports, so most of our activities is being with them and supporting them."*
- *"Reading"*
- *"Play soccer. All my 3 boys have fun in sports, especially soccer."*
- *"Go to church, read, go to picnics, play, pray, make decisions."*

15. How do you get books for your children?

Library	*8*	**Book clubs**	*5*	**Other**	*0*
Purchase	*10*	**Gifts**	*6*		

Parent Involvement:

16. How would you rate your school-aged child(ren)'s performance in school before you began the Even Start Program?

Excellent	Above Average	Average	Below Average	Failing
4	*4*	*4*	*0*	*0*

17. How would you rate your school-aged child(ren)'s progress in school today?

Excellent	Above Average	Average	Below Average	Failing
8	*3*	*1*	*0*	*0*

18. Do you participate more in school activities? In what way would you say you are more involved with you child's education?

Five respondents answered "yes" to this question.

Parent/Teacher Conferences	*9*	**Field Trips**	*5*
Open House	*11*	**Volunteer in classroom**	*2*
Parent/Teacher Association	*5*	**School Sports**	*4*

Other: *2 (answers included):*
"Donated stuff."
"I am a bilingual teacher and I support more all the activities with children, not only with my own."

Community Involvement:

19. Do you participate in community activities more today?
Six respondents reported participating more in community activities, while four did not. Activities included:

Neighborhood Watch	*4*	**Neighborhood Cleanup**	*1*
Church	*5*	**Ethnic Organizations**	*2*
Political Rallies	*0*		

Even Start:

20. As a result of you involvement in the Even Start program, what major changes have you made in your life?
Selected responses include:

- ***"Moving toward obtaining my goal of graduating from college."***
- ***"Many changes, but it has been a long time. I encourage my children to continue their education in the future."***
- ***"I have more confidence in myself."***
- ***"I learned to become a better parent."***
- ***"I can solve more problems, because now I can speak English."***
- ***"I have my GED and I'm studying CDA classes."***
- ***"I started attending college. I am able to help more my children with their homework. I feel more confident when I have to go to my children's school and talk with their teacher or principal. I feel so proud of myself because now I can help my family in many different ways."***

21. What do you consider the major weakness of the Even Start program?
Selected responses included:

- ***"They need to have a bilingual teacher in the Adult Ed. Classroom for the mothers who just start coming to the program because they sometimes feel frustrated due to lack of the language."***
- ***"Not many fathers participate like mothers do."***
- ***"All the program is perfect."***

22. What do you consider the major strength of the program?
Selected responses included:

- ***"Good involvement with the families."***
- ***"Parents have another chance to succeed."***
- ***"It is a family program."***
- ***"Let the mothers assist the classes with their children. There are just a few hours weekly."***
- ***"Positive about everything! Never a negative moment."***
- ***"The combination of scholastic and family."***
- ***"The program helps us to get better jobs.***
- ***"Getting your GED is something wonderful, since you can show your own children that no matter if you are an adult, you still can go to school and meet your goals."***

Special Considerations for Building Quality Family Literacy Programs

Two areas for special consideration that have been identified as promoting families' attendance and retention in FILM include logistical considerations and special program features. These considerations and features have been identified, through the FILM research and are additionally supported in the *Guide to Quality Even Start Family Literacy Programs,* as being important to family literacy programs for the retention of families and their successful completion of the program.

Logistical Considerations

Several logistical considerations have been identified that enable parents to participate on a regular basis and enhance families' retention in a family literacy program. FILM research has identified four logistical factors contributing to families' continued participation in the program as:

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Logistical Considerations for Promoting Retention

- **Early childhood center serving infants through five-years old**
- **Transportation for families**
- **One meal on site**
- **One site for instruction**

The **early childhood learning center** provides a program where all preschool children are at the same site as their parents. The early Learning Center served children ages birth through five years of age. Each classroom is set up in a developmentally appropriate manner.

Transportation to and from the site is provided on a daily basis by buses used by the local school district. When available, transportation is also provided for special evening events and field trips.

Parents and children are served **at least one meal** (breakfast) at all four sites. Two meals are provided on site for both the parent and child at the Eisenhower site. The children in the Capitol Hill program are also provided lunch on a daily basis.

A **single site** is available for the adult interaction education classes, early childhood classes, parenting discussion, and parent/child interaction at all four program sites. Having a single site for all four program elements also provides an ideal setting for integrated staff planning on a daily basis. Home visits are conducted in each family's home twice a month.

Special Program Features

In addition to the logistical considerations, parents and researchers have identified other special program features in the Oklahoma City Even Start FILM programs, which enhance the program elements. The features are comprehensive to meet the needs of those families with limited resources. Those program features identified through FILM research include:

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Special Program Features

- **Success celebration events**
- **Integrated staff planning**
- **Intensity of services**
- **Collaborations**
- **Staff development**
- **Summer program**

Each special feature has been identified through the FILM research and supported by the *Guide to Quality Even Start Family Literacy Programs.* **Success celebration events** such as the Mother's Day Luncheon, provided by the staff for each of the mother's in the program, and the annual graduation ceremony help to build a positive atmosphere for adults who have historically had limited success in the traditional educational system. Daily affirmations and celebrated successes are also part of the daily routine in the program. Parents and children alike are continually praised for their efforts and accomplishments.

Another important feature is the implementation of **integrated staff planning**. The Even Start program staff dedicates thirty-two hours per month to formal planning. At the Capitol Hill site, every Thursday is dedicated to team staff planning, both as a complete staff, family teams, and within individual classrooms. There are no classes on Fridays at the other three sites so that the staff has sufficient opportunity to plan together for class and home visit sessions. This time also allows for the staff to plan for the needs of each family, as well as design the curriculum for each program element. The staff also plans informally at various times during the week, such as in the mornings before classes begin and at lunch.

Intensity of services is also a major contribution of making life-long changes in families and creating success for the adults. As part of the intensive services provided by the Even Start program sites, participants attend class twelve to thirty hours per week. Many students remain in the program throughout the year and continue into the next year. Families also receive two individualized home visits per month as part of the program's dedication to intensity of services.

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Collaboration of agencies is another strong feature of the Oklahoma City Even Start program sites. Several collaborators have been identified and actively participate in the program. A long history of collaboration has been established with many of the program's collaborators.

Staff development takes place on a regular basis for the staff of the Oklahoma City Even Start program sites. Many staff development opportunities are provided by the Oklahoma City Public Schools Staff Development Office. Both full-time and part-time staff members participate in staff development workshops. Staff members participate in those workshops they feel will most improve their ability to teach their students.

The **Summer programs** for the Oklahoma City Even Start sites for the 2000-2001 program year consisted of home visits to families on a weekly basis. Participants are encouraged to attend the summer reading program at the local library as part of a collaboration with the OKC Greater Library Association. Multiple field trips have been scheduled for families to participate in during the summer program as a way of keeping the families in touch with the Even Start staff. The Eugene Field and Horace Mann sites collaborate with the Capitol Hill site to provide a summer program to all of the families in each of the three programs.

The 2000-2001 **Summer program** for the Eisenhower Even Start Program will last for eight weeks. The program will be held on Mondays through Wednesdays from 8:30 a.m. to 12:30 p.m. from June 5, 2000 to July 28, 2000. Mondays will be devoted to early childhood and adult interaction education. Tuesdays will have field trips to places like Barnes & Noble Children's Storytime, Village Library, Martin Nature Park, Lake Hefner Park, Omniplex, Myriad Gardens, Sensational Gardens, Children's Art Museum, and the Braum's Factory. Wednesdays will focus on Playgroup with Rhythm and Rhyme. Participating families will receive weekly home visits during the summer session. Returning families will continue to receive their monthly home visits as part of a year-round program. The summer program for the Eisenhower Even Start Program is the most comprehensive of all four of the OKCPS Even Start programs. All five elements will be included in the six-week program, versus two or three program elements at the other three sites.

IV. CONCLUSIONS AND RECOMMENDATIONS

The purpose of the evaluation of the Oklahoma City Public School Even Start Program, also called the Family Intergenerational Literacy Model (FILM), is to determine the program's effectiveness. The evaluation design focused on the goals and objectives outlined within the grant proposal. The evaluation process included a comprehensive study of the program's twelfth year of operation. Three replication sites matriculated during the academic year of 1997-98. The replication sites are in their fourth year of operation. Two of the four sites are located in elementary schools and the other two sties are located in churches.

School Area Served	Location of Program
Capitol Hill Elementary (Original Program)	Capitol Hill Elementary
Eugene Field Elementary	Olivet Baptist Church
Horace Mann Elementary	Wesley United Methodist Church
Eisenhower Elementary School	Eisenhower Elementary

The major purpose of the evaluation is to utilize the conclusions and recommendations to make "local continuous improvement efforts." The FILM staff should use the report to review the strengths and weaknesses of the program's impact and outcomes. From the evaluation, areas for improvement can be targeted. In addition to quantitative data, this report provides a synthesis of the adult participants' perspective of personal changes that they have made since entering the program. Staff member questionnaires are synthesized and utilized to support program recommendations.

CONCLUSIONS

Five questions have been used to guide the evaluation of this program. The conclusions are designed as a synthesis of the data analysis. The conclusions are based on the five questions:

- **What are the basic characteristics of the participants?**
- **How has the program affected the adults' views of themselves as learners based on program involvement?**
- **How has involvement in the Even Start program affected the adults' views of themselves as parents?**
- **How has the early childhood education component affected the young children in the program?**
- **How has the quality of the Even Start program affected the adult and preschool graduates of the program?**

The major questions and sub-questions follow with a summary of the conclusions from the data analysis. These conclusions should be used as a guide for study in determining the accomplishment of the objectives of the program.

What are the characteristics of the participants?

What are the characteristics of the population being served?

- ✓ Capitol Hill, Horace Mann, and Eugene Fields family literacy programs had 100 percent Hispanic populations this year.
- ✓ The Eisenhower site has 97 percent Hispanic participants and 3 percent African American.
- ✓ The national Even Start proportion of Hispanic families has increased from 22 percent in 1992-93 to 39 percent in 1996-97. The Oklahoma City program has consistently had a larger population of Hispanic participants than the national Even Start population. In 1996-97, over one-third of the new families enrolling in the national Even Start projects reported being non-English speakers in their homes (Tao, 1998:xii).

What is the retention rate of the participants being served?

- ✓ Horace Mann had the highest retention rate with 93 percent of the participants continuing until the end of the year. Capitol Hill had the second highest retention rate of 88 percent while the Eugene Field site had a retention rate of 81 percent.
- ✓ The lowest retention rate this year was 46.8 percent at the Eisenhower site. This site was used for the students who had completed the highest level of English proficiency and were close to reaching their goals. The retention rate of the national Even Start population reported in 1996-97 was 60 percent (Tao, 1998).

How has the program affected the adults' views of themselves as learners based on program involvement?

What changes have resulted in the basic life skills of the graduates of the program?

- ✓ The Capitol Hill program had the lowest passage rate in its history on the GED with only 4 students passing. The average passage rate over the past 10 years at this site has been 16 students per year.
- ✓ This year the most advanced students were sent to the Eisenhower site. This site had 3 students pass the GED. This was the highest percentage of students passing among the sites this year and notable since it had the smallest population of eligible students. Most of these students had stronger background in speaking English.
- ✓ The percentages of students passing the GED who were identified as eligible in the four programs are ranked in order of highest to lowest:
  - Eisenhower – 37.5 percent
  - Eugene Fields – 29.4 percent
  - Horace Mann – 16.6 percent
  - Capitol Hill – 14 percent.
- ✓ Historically, Capitol Hill had the most students passing the GED. This site has continued to have the largest population of students, but this year the Eugene Field site had the most students passing the GED.
- ✓ This year a total of 14 students passed the GED at all sites. Last year there was a total of 31 students completing the GED at all sites.

What effects has the program had on the literacy and employment skills of the adult participants?

- ✓ The students' pretest to posttest mean gain on the BEST literacy component was 3.15 at Capitol Hill and 2.90 at Eugene Fields. Horace Mann's students had a mean gain of 0.71.
- ✓ The oral component mean gain reported on the BEST from pretest to posttest was 15.94 at Capitol Hill, 14.71 at Eugene Field, and 13.40 at Horace Mann. The gains on the oral component were much higher than the literacy component.
- ✓ The CASAS was administered to the Eisenhower population because of the level of English proficiency. The mean pretest scores in reading and math were 235.31 and 227.44, respectively. No posttest scores were reported at this site; however, a comparison to the national Even Start population can be made. The national Even Start population reported pretest scores of 228 in reading and 221 in math. The Eisenhower students completing the

CASAS entered the program with higher mean scores than the nation Even Start population Sample study from 1994-97 (Tao, 1998: 152). These students had been in the program for more than one year or had more experience speaking English.

How has the adult's view as a learner changed as a result of being involved in the program?

- ✓ Historically, the GED passage has been used to report changes in how the adults' view themselves as learners. This year the GED passage rate at all four combined sites was 22 percent of those students who were identified as eligible.

How has the program affected the self-esteem of the participants?

- ✓ The Gordon Personal Profile (GPP) was used to determine changes in self-esteem. Capitol Hill and Eisenhower programs reported the same overall self-esteem mean gain of 4.63 on the GPP.

- ✓ Horace Mann reported a 3.91 mean overall self-esteem gain. Eugene Field population demonstrated a loss of 1.36 on the total mean self-esteem gain. This site had the highest pretest mean score in self-esteem.

How has involvement in the Even Start program affected the adults' view of themselves as parents?

Has the program had an effect upon the participants' parenting skills?

- ✓ The HSQ was used as one instrument to determine changes in parenting skills of the participants. Also, the Questionnaire for Current Adult Participants was used to determine changes in parenting skills.

- ✓ The younger preschoolers pretest mean scores were suspect at three sites submitting scores. At the Capitol Hill, Eugene Fields, and Horace Mann sites the mean posttest scores moved to non-suspect with the 0-3 year old population. No scores were reported from the Eisenhower site.

- ✓ At the Capitol Hill and Eugene Field sites, the older preschoolers mean posttest scores on the HSQ were categorized in the non-suspect category. The mean posttest score at Horace Mann remained in the suspect category on the HSQ. The families at the Horace Mann site had a lower total pretest mean score than the other two sites. The Eugene Fields site reported the highest mean gain on the HSQ.

- ✓ The adult participant questionnaire was synthesized to report parenting skills. All of the parents completing the questionnaire at all program sites reported that they considered themselves to be their "child's first teacher."

- ✓ On the adult questionnaire, parents reported doing a variety of activities with their children such as reading together, eating together, going to the store, visiting a friend, and playing together.

Has the program had a positive effect upon the family unit?

- ✓ Parents completing the adult participant questionnaire reported reading together and doing more things together as a result of their experiences in Even Start.

- ✓ On the adult participant questionnaire, most parents reported positive changes in the way they disciplined their children. Many parents responded that they had changed behaviors such as yelling and spanking to more appropriate behaviors. The changes in parenting behavior are supported in staff questionnaires that reflect positive changes in parenting behavior.

- ✓ Parents reported using alternative strategies such as timeout and loss of privileges. Parents reporting having more patience and talking more to their children as a result of being involved in Even Start.

- ✓ Of those parents completing the questionnaire, there were 63 parents who reported going to the library to get books. Purchasing books was the second most common method used by parents to get books for their children.

What effects have the home visits had on the improvement of the home environment?

- ✓ Most parents report positive changes in dealing with their families. Selected examples from the data analysis are:
  "Stay calm and then try to talk."
  "I try to think first and then act."
  "Think before you speak."

How has the early childhood education component affected the young children in the program?

What are the effects of Even Start on the children's school readiness?

- ✓ The Preschool Inventory (PSI) has been used to determine school readiness. The mean gain from the national Even Start Sample Study reported in 1994-95 was 5.8 points. Eisenhower reported a mean gain in Spanish of 5.83 in both age groups.

- ✓ The mean gain of both age groups that were administered the PSI at Capitol Hill, Eugene Field, Horace Mann and Eisenhower were 4.47, 3.60, 5.60, and 5.83, respectively for the total population administered the PSI in Spanish.

- ✓ The older preschoolers at Capitol Hill were administered the PSI in both Spanish and English. The older preschoolers are primarily taught in English and the test reflects a larger gain in English than Spanish. The gain was nearly twice as much from pretest to posttest on the English version than on the Spanish test.

Capitol Hill	**PSI Pretest**	**PSI Posttest**	**Gains**
English	**6.1**	**12.4**	**6.3**
Spanish	**6.9**	**8.2**	**1.3**

N=11

What impact has the program had on the language and literacy skills of the children?

- ✓ The PLS-3 was administered in both Spanish and English at the Capitol Hill site to determine if there was a difference in gains. The lead early childhood teacher in the four-year old room teaches in English with a support from a bilingual assistance.

Capitol Hill	**PLS-3 Pretest**	**PLS-3 Posttest**	**Gains**
English	**70.43**	**71.57**	**1.14**
Spanish	**81.71**	**80.57**	**-1.14**

N=7

- ✓ The PLS-3 total language mean gain at Capitol Hill was 5.41. At Eugene Field, the total mean gain from pretest to posttest was 0.50. At Horace Mann, the mean gain on the total language from pretest to posttest was 7.93. The largest mean gain reported from pretest to posttest at all three sites was at Eisenhower, and the mean gain was 16.14. The total mean gain from pretest to posttest at all four sites was 6.71.

- ✓ The auditory comprehension was the same or more than the expressive communication on the PLS-3 at all sites. With bilingual children and children developing language, the pattern for comprehension occurs before oral language. These scores show that the children are developing their auditory comprehension at a higher rate than their expressive communication that is reflected in normal language development patterns.

How has the quality of the Even Start Program affected the adult and preschool graduates of the program?

What effect has the program had on families currently involved in the program?

- ✓ The Questionnaire for Current Adults participants selected responses are listed:
  At Capitol Hill, Eugene Field, and Horace Mann all of the parents felt
  they had improved their educational level.

Most parents at all of the sites reported reading more to their children.
Most parents reported listening more to their children's opinion.
Most parents reported reading more for pleasure and information.
Most of the parents reported having more confidence in communicating with their children's teacher.
Most parents reported improvement in solving problems in their personal life more successfully.
Most parents reported having more confidence as a parent.

What longitudinal effects has the program had on preschool graduates as they leave the program and participate in other educational settings?

✓ Nine kindergarten teachers of the preschool graduates responded to the questionnaire that asked them to rank kindergarten children's progress in school. All of the kindergarten students had Hispanic backgrounds.
  Motivation to learn had the highest mean ranking
  Family involvement was ranked second highest.
  Health and fine motor skills were ranked third.
  Prediction for future school success and attendance tied for the fourth ranking
  The lowest ranking was reading skills.

Family involvement had a mean ranking of 4.11 on a five-point scale. Family involvement is one predictor of school success.

✓ Teacher's patterns of comments focused on parental involvement and motivation to learn as strengths observed in Even Start graduates. No consistent pattern emerged in commenting on their weaknesses.

✓ This year the ITBS was administered to 50 Even Start graduates in first through eighth grade. Third graders were not administered the ITBS this year. When comparing Even Start graduates to their class, the Even Start graduates mean scores on the ITBS were higher than their classmates mean scores on the ITBS at all grade levels reported.

✓ The Even Start students' ITBS scores are consistently maintaining their achievement level beyond third grade. Overall, the longitudinal data indicates that the Even Start graduates are doing better than their peers in public schools.

What longitudinal effects has the program had on the adult graduates of the program?

✓ This year 11 GED adult graduates responded to the graduate questionnaire. All of the graduates reported that they:
  -have improved their educational level.
  -read more for pleasure and information.
  -participate in their child's education.
  -listen more to their child's opinion.
  -have more confidence in communicating with their child's teacher.
  -have improved in solving problems in their personal life.

- ✓ GED graduates consistently reported that they listened to their children more.
- ✓ GED graduates major changes in their life ranged from attending college to being a better parent.

RECOMMENDATIONS

After synthesizing and analyzing the data and formulating the conclusions from the extensive collection of data, there is considerable and consistent evidence that the Oklahoma City Public School Even Start program is reaching it objectives. The strengths of the different programs are reflected in each of the components of parents, adult, and early childhood education. The following recommendations are being made as a result of observations, interviews, questionnaires, and tests with current and past participants in the Even Start program.

- ➢ **Even Start preschoolers who have continued their education in Oklahoma City Public Schools are outperforming their classmates' mean scores on the ITBS this year at grade levels: 1, 2, 4, 5, 6, 7, and 8. These fifty students demonstrated achievement scores that reflect they are doing better than their peers on the ITBS achievement test. In addition, kindergarten teachers who taught preschool graduates this year ranked the children above average in their prediction for future school success.**

Continue to maintain contact with GED graduates so families can be followed longitudinally to determine the impact of the program.

Suggested discussion questions for the staff to consider: How can we maintain records of all graduates of the program? What are the best techniques to keep in contact with parents as they leave the program? Who is the best person to maintain contact with each family as they leave the program?

- ➢ **Parents and kindergarten teachers consistently report involvement in their children's education. Even Start staff members consistently report a wide range of changes in parenting behavior. Participating adults and GED graduates report having more confidence in communicating with their children's teacher. Parents consistently report improvement in parenting skills as a result of involvement in the program. Parents report reading more to their children as a result of being involved in the program.**

Continue to work on a comprehensive parenting program for all parents in the program.

Suggested discussion questions for staff to consider: What techniques are working that keep parents involved in their children's education? How can we continue to articulate the importance of parents sharing in their children's education?

- ➢ **The number of adults passing the GED is much smaller this year, than in the history of the program. The Spanish test has been validated from the English version. This**

year was the first year to administer the BEST to all Spanish-speaking adults. Adults at all sites made the most gains in the oral component. Most adults who completed the participant questionnaire reported improving their educational level and having a better attitude toward school.

The members of adult staff need to continue sharing their successes with each other because the patterns of success vary at the different sites. The adult lead educator needs to identify and articulate the successful practices to the different sites.

Suggested discussion questions for the adult education staff to consider: What are the techniques in adult education that support higher achievement? What can each adult educator do to empower the students be successful?

- **The preschool children are progressing toward school readiness and developing second language skills. These improvements are reflected in teacher observation at the Even Start sites and kindergarten teacher observations, as well as the readiness and language measures used to determine gains in the preschool children's progress.**

The early childhood staff needs to examine educational practices that are working with the bilingual population and share with other Even Start sites the practices that are working. The lead early childhood educator needs to identify and articulate the successful practices to the different sites.

Suggested discussion questions for the early childhood staff to consider: What teaching techniques foster gains in achievement with the bilingual population? What types of strategies foster oral language development?

The Even Start Family Intergenerational Literacy Model (FILM) Program Oklahoma City Public Schools

Research Summary

- There is considerable evidence that the adults are making a wide range of changes in their lives as a result of their involvement in the family literacy program. Academic achievement is reported through tests and GED completions.
- Parents are making changes in how they discipline and relate to their children.
- Parents and teachers consistently report a wide range of parent involvement in school activities.
- Parents report reading and providing more books for their children as a result of being involved in the program.
- Preschool children are making improvements in bilingual language development, as well as school readiness.
- Preschool graduates of the program are moving into the public school system and achieving success in school. The mean achievement scores on the ITBS indicate higher scores than the mean of the peer without experience in Even Start. In addition, kindergarten teachers are predicting an above average mean for future school success of the preschool graduates this year.

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OKCPS Even Start

Appendix A

Collaboration and Staff Development Reports

Oklahoma City Even Start Collaboration Report

2000-2001

The **Oklahoma City Public School System** provides classroom space, utilities, and custodial service at the Capitol Hill and Eisenhower Even Start sites. Other programs and services available through the school system include special education screenings and classes, professional development workshops, free/reduced meals, computer/technical support and telephone services. Routine medical care, free immunizations, and a school-based clinic are provided by a school nurse at the Capitol Hill site three days a week.

Title 1 is the primary source of funding for the mentoring site at Capitol Hill Elementary School, which has a staff of ten full-time and ten part-time employees and serves approximately 60 families.

The **Department of Lifelong Learning of the State Department of Education** through the **Emerson Adult Learning Center of the Oklahoma City Public Schools** pays the salaries of two full-time and five part-time adult educators for Even Start classes.

One tutor from the **Federal Work Study Program at the University of Oklahoma** has worked with children and adults at the Capitol Hill site, and two tutors from the **Federal Work Study Program of Oklahoma City University** have worked with the children and adults at the Eisenhower site this year. Other tutors from Federal Work Study Programs at these universities and also from the **University of Central Oklahoma** are expected to begin working at other Even Start sites in the future.

The **Oklahoma Educational Television Authority** in cooperation with the **Oklahoma Department of Libraries** provides the First Books program to all four Even Start sites. Each family in the program receives a book to take home each month after reading it and doing extension activities in class.

The **Oklahoma Department of Libraries** as a separate entity offers technical assistance, and adult education resource library, and grant opportunities to Even Start.

Parents as Teachers collaborates to provide home visits to all families with children ages birth through four years at the Capitol Hill and Olivet sites, and to most families at the Wesley and Eisenhower sites.

The **Oklahoma City/County Health Department** provides ongoing weekly developmental testing and speech and language screening at all Even Start sites. They also offer occasional in-service workshops for the employees, parenting classes on specific topics, and private family counseling for clients enrolled at Even Start.

Olivet Baptist Church and **Wesley United Methodist Church** provide classroom and office space for two of the Even Start sites at a very nominal cost due to lack of available space in the elementary schools with which they are affiliated. Other area churches and charitable organizations such as **Feed the Children** make contributions of food, books, calendars, and educational materials to the program.

Grannies' Toy Closet provides an extensive checkout library of toys and educational games free of charge to the families at all four sites. Judy Newman, the proprietor, makes regular visits to the Capitol Hill site and brings various items for the mothers to check out and take home for a two-week period.

The **Metropolitan Library System** collaborates with Even Start to provide special programs of interest to the adult students and children. These include story-time, craft workshops, puppet shows, citizenship classes, internet information, and other instructional classes as requested. The **Metropolitan Library System** has donated a generous supply of children's books to Even Start.

Parents as Partners makes available a home visitor for families with children ages three through five years of age at the Capitol Hill sites. They also conduct parenting classes for the students at the Olivet and Wesley sites, parent/child activities at the Eisenhower site and in-service workshops for the Even Start staff.

The Latino Community Development Agency provides weekly parenting classes for the students at the Capitol Hill, Olivet, and Wesley sites and serves as a resource/referral agency for the Hispanic families of Even Start in areas such as family counseling, finances, immigration, medical services and insurance, and others.

The **Capitol Hill Community Technology Center** established this year at Capitol Hill Elementary School through a collaborative grant between **Oklahoma City Public Schools** and **Oklahoma City Community College** provides a state-of-the-art computer lab which is available to the students of Even Start during the school year. The adults and school age children attending summer school will also take advantage of this lab.

Child Care Careers in cooperation with **The Center for Early Childhood Professional Development** provides the curriculum and materials in order for our Early Childhood Assistants and Parent Facilitator Technicians to receive a CDA (Child Development Associate) credential. This training enables the staff to learn more about early childhood development and also gives them an advantage for the future in the field of early childhood education.

These are the major contributions of the Even Start Family Education Program of the Oklahoma City Public Schools. They, along with many other individuals and other agencies and corporations who make smaller or one-time contributions, have made total in-kind contributions amounting to **$707,008** as itemized in the Even Start Continuation Grant Application for 2001-2002.

Even Start Staff Development
2000 - 2001

Listed below are a variety of workshops and conferences which individual staff members attended to enhance their specific fields of expertise and to gain new skills in working with parents and children.

Capitol Hill:

1-13-00 to 5-4-00	Methods of Research in Education - Vicki Alexander, Oklahoma City University, OK
5-5-00	Connecting Adult Basic Education to Job Skills - Pat Cross, Eisenhower Elementary, Oklahoma City, OK
5-16-00 to 6-22-00	Master Teaching Techniques - Sue Pennington, Oklahoma City University, OK
6-26-00 to 7-3-00	Sociological Foundations - Dr. Sherri Sexton, Oklahoma City University, OK
7-10-00 to 7-21-00	Collaboration to Mentoring - Ronna Finley & Dr. Donna Richardson, Oklahoma City University, OK
7-18-00	Training to Give the BEST Assessment Interview - State Department of Education, Oklahoma City, OK
7-19-00 to 7-20-00	Summer in the City - State Department of Education, Westin Hotel Oklahoma City, OK
7-24-00 to 8-4-00	Interdisciplinary Curriculum - Ronna Finley, Oklahoma City University, OK
8-11-0	Convocation/Support - Guy Sconzo, Oklahoma City University, OK
8-21-0	General Staff Meeting - Mary Brown, Capitol Hill Elementary, Oklahoma City, OK
8-21-0	Adult Education Curriculum Guidelines Overview - Pat Cross & Mary Brown, Capitol Hill Elementary, Oklahoma City, OK

8-21-0	Early Childhood Curriculum Guidelines - Suzy Gibson, Capitol Hill Elementary, Oklahoma City, OK
8-23-00	Red Cross Re-Certification - Tammy Duffy, Capitol Hill Elementary, Oklahoma City, OK
8-23-00	Red Cross Full Certification - Roslyn Bruner, Capitol Hill Elementary, Oklahoma City, OK
8-23-00 to 12-6-00	Intro to Early Childhood - Dr. Donna Richardson, Oklahoma City University, OK
8-23-00 to 12-6-0 12-6-01	Literacy Development/Content Reading - Dr. Donna Richardson, Oklahoma City University, OK
8-24-00	Child Development Associates Inservice - Royce Junghanns & Suzy Gibson, Capitol Hill Elementary, Oklahoma City, OK
8-25-00	Blood Borne Pathogens - Joyce Foltz, Capitol Hill Elementary, Oklahoma City, OK
8-31-00 to 9-28-00	Child Development 1 - Suzy Gibson, Capitol Hill Elementary, Oklahoma City, OK
9-11-00	PACT Inservice - Mary Ray & Mary Brown, Capitol Hill Elementary, Oklahoma City, OK
9-18-00	ESPIRS Inservice - Mary Ray & Mary Brown, Capitol Hill Elementary, Oklahoma City, OK
10-5-00 to 11-9-00	Child Development II - Suzy Gibson, Capitol Hill Elementary, Oklahoma City, OK
10-9-00 & 10-23-00	Teaching English to Adults - Dr. April Haulman, Capitol Hill Elementary, Oklahoma City, OK
10-13-00	Additional Training to Give the BEST Test Assessment - State Department of Education, Oklahoma City, OK

10-22-00	National Even Start Association - San Diego, California
10-27-00	Even Start: a National Model Program - The 11th Annual Conference of Practical Parent Education - Weaving Families into Communities - Mary Brown, Dallas, Texas
11-4-00	OK Literacy Coalition Board Retreat - Norman, Oklahoma
11-13-00 to 11-16-00	National Family Literacy Conference - Meridian Convention Center, Oklahoma City, OK
11-16-00 to 12-14-00	Behavior & Guidance - Suzy Gibson, Capitol Hill Elementary, Oklahoma City, OK
11-17-00	Family Literacy Advanced Training - Life Long Learning, Meridian Convention Center, Oklahoma City, OK
11-30-00	OETA GED Teleconference - Oklahoma Educational Television Authority, Oklahoma City, OK
1-3-01	National Family Literacy Debriefing - Mary Brown, Capitol Hill Elementary, OKC, OK
1-4-01 to 2-1-01	Preparing for CDA - Suzy Gibson, Capitol Hill Elementary, OKC, OK
1-10-01 to 4-26-01	Understanding a Framework for Poverty - Ronna Finley, Oklahoma City University, OK
1-22-01	Dealing With a Strong Willed Child - Lois Pokorny, Capitol Hill Elementary, Oklahoma City, OK
2-8-01 to 3-8-01	Health & Safety - Suzy Gibson, Capitol Hill Elementary, Oklahoma City, OK
2-26-01 to 3-2-01	TESOL
3-16-01 to 3-17-01	10th Annual Family Literacy Conference - Susan Davis & Kim Whalen, Dallas, Texas

3-22-01 to 4-19-01	Art: A Creative Expression - Suzy Gibson, Capitol Hill Elementary, OKC, OK

Eisenhower:

4-13-00	Oklahoma Registry & Child Care Careers - Center for Early Childhood Education, Moore OK
5-5-00	Incorporating Job Skills in the Adult Education Curriculum, Oklahoma City, OK
8-11-00	Convocation/Support - Dr. Guy Sconzo, Oklahoma City University, Oklahoma City, OK
8-21-00	General Staff Development - Mary Brown, Capitol Hill Elementary, Oklahoma City, OK
8-21-00	Adult Education Curriculum Guidelines Overview - Mary Brown & Pat Cross, Capitol Hill Elementary, Oklahoma City, OK
8-21-00	Early Childhood Curriculum Guidelines Overview - Suzy Gibson & Royce Junghanns, Capitol Hill Elementary, Oklahoma City, OK
8-23-00	Red Cross Full Certification - Roslyn Bruner, Capitol Hill Elementary, Oklahoma City, OK
8-23-00	Red Cross Re-Certification - Tammy Duffy, Capitol Hill Elementary, Oklahoma City, OK
8-24-01	Child Development Associates Inservice - Suzy Gibson, Capitol Hill Elementary, Oklahoma City, OK
8-25-00	Blood Borne Pathogens - Joyce Foltz, Capitol Hill Elementary, Oklahoma City, OK
9-1-00 to 9-29-00	Child Development 1 - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK
9-11-00	PACT Inservice - Mary Ray & Mary Brown, Capitol Hill Elementary, Oklahoma City, OK

9-18-00	ESPIRS Inservice - Mary Ray & Mary Brown, Capitol Hill Elementary, Oklahoma City, OK
10-6-00 to 11-10-00	Child Development II - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK
10-9-00 & 10-23-00	Teaching English to Adults - Dr. April Haulman, Capitol Hill Elementary, Oklahoma City, OK
11-13-01 to 11/16/01	National Family Literacy Conference - Life Long Learning, Oklahoma City, OK
11-17-00	Advanced Family Literacy Training Conference - Life Long Learning, Oklahoma City, OK
11-17-00 to 12-15-00	Behavior & Guidance - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK
11-30-00 to 12-1-00	Technology Training - SDE-Life Long Learning, Oklahoma City, OK
1-3-01	National Family Literacy Conference Debriefing - Mary Brown, Capitol Hill Elementary, Oklahoma City, OK
1-5-01 to 2-2-01	Preparing for CDA - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK
1-22-01 to 1-26-01	Bus Driver Training - Ted Vitamus, Oklahoma City Public Schools, Oklahoma City, OK
2-9-01 to 3-9-01	Health & Safety - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK
3-23-01 to 4-20-01	Art: A Creative Expression - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK

Olivet:

7-19-00 to 7-21-00	Summer in the City - State Department of Education, Westin Hotel, Oklahoma City, OK
8-11-00	Convocation/Support - Guy Sconzo, Capitol Hill Elementary, Oklahoma City, OK
8-21-00	General Staff Development - Mary Brown, Capitol Hill Elementary, Oklahoma City, OK
8-21-00	Early Childhood Curriculum Guidelines - Suzy Gibson, Capitol Hill Elementary, Oklahoma City, OK
8-21-00	Adult Education Curriculum Guidelines - Pat Cross & Mary Brown, Capitol Hill Elementary, Oklahoma City, OK
8-23-00	Red Cross Re-Certification - Tammy Duffy, Capitol Hill Elementary, Oklahoma City, OK
8-23-00	Red Cross Full Certification - Roslyn Bruner, Capitol Hill Elementary, Oklahoma City, OK
8-24-00	Child Development Associates Inservice - Royce Junghanns & Suzy Gibson, Capitol Hill Elementary, Oklahoma City, OK
8-25-00	Blood Borne Pathogens - Joyce Foltz, Capitol Hill Elementary, Oklahoma City, OK
9-1-00 to 9-29-00	Child Development 1 - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK
9-11-00	PACT Inservice - Mary Ray & Mary Brown, Capitol Hill Elementary, Oklahoma City, OK
9-18-00	ESPIRS Inservice - Mary Ray & Mary Brown, Capitol Hill Elementary, Oklahoma City, OK
10-6-00 to 11-10-00	Child Development II - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK

10-9-00 & 10-23-00	Teaching English to Adults - Dr. April Haulman, Capitol Hill Elementary, Oklahoma City, OK
10-13-00	Additional Training to Give the BEST Test Assessment - State Department of Education, Oklahoma City, OK
10-31-00	Blood Borne Pathogens - John Marshal High School, Oklahoma City, OK
11-13-00 to 11-16-00	Family Literacy Training - Linda Young, Meridian Convention Center, Oklahoma City, OK
11-17-00 to 12-15-00	Behavior & Guidance - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK
11-17-00	Family Literacy Advanced Training - Meridian Convention Center, Oklahoma City, OK
11-30-00	OETA GED Teleconference - Oklahoma Educational Television Authority, Oklahoma City, OK
1-3-01	National Family Literacy Debriefing - Mary Brown, Capitol Hill Elementary, Oklahoma City, OK
1-5-01 to 2-2-01	Preparing for CDA - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK
1-22-01	Dealing With a Strong Willed Child - Lois Pokorny, Capitol Hill Elementary, Oklahoma City, OK
2-7-01 to 2-9-01	Adult Education - Neil Sturomski, Westin Hotel, Oklahoma City, OK
2-9-01 to 3-9-01	Health & Safety - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK

2-19-01	Multicultural Education - YMCA, Oklahoma City Public Schools, OK
3-3-01	Adult Education - Dr. Frank McCane, Oklahoma City Community College, Oklahoma City, OK
3-19-01	Parent Outreach - YMCA, Oklahoma City Public Schools, OK
3-23-01 to 4-20-01	Art: A Creative Expression - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK

Wesley:

8-11-00	Convocation/Support - Guy Sconzo, Oklahoma City University, Oklahoma City, OK
8-21-00	General Staff Development - Mary Brown, Capitol Hill Elementary, Oklahoma City, OK
8-21-00	Early Childhood Curriculum Guidelines Overview - Suzy Gibson, Capitol Hill Elementary, Oklahoma City, OK
8-21-00	Adult Education Curriculum Guidelines Overview - Mary Brown & Pat Cross, Capitol Hill Elementary, Oklahoma City, OK
8-23-00	Red Cross Full Certification - Roslyn Bruner, Capitol Hill Elementary, Oklahoma City, OK
8-23-00	Red Cross Re-Certification - Tammy Duffy, Capitol Hill Elementary, Oklahoma City, OK
8-24-00	Child Development Associates Inservice - Suzy Gibson & Royce Junghanns, Capitol Hill Elementary, Oklahoma City, OK
8-25-00	Blood Borne Pathogens - Joyce Foltz, Capitol Hill Elementary, Oklahoma City, OK
9-1-00 to 9-29-00	Child Development I - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK
9-11-00	PACT Inservice - Mary Ray & Mary Brown, Capitol Hill Elementary, Oklahoma City, OK

9-18-00	ESPIRS Inservice - Mary Ray & Mary Brown, Capitol Hill Elementary, Oklahoma City, OK
10-6-00 to 11-10-0 11-10-01	Child Development II - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK
10-9-00 & 10-23-00	Teaching English to Adults - Dr. April Haulman, Capitol Hill Elementary, Oklahoma City, OK
11-13-00	National Family Literacy Conference - State Department of Education, Meridian Convention Center, Oklahoma City, OK
11-17-00 to 12-15-00	Behavior & Guidance - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK
11-17-01	Family Literacy Advanced Training - Susan Davis, Meridian Convention Center, Oklahoma City, OK
11-30-00	OETA GED Teleconference - Oklahoma Educational Television Authority, Oklahoma City, OK
1-3-01	National Family Literacy Conference Debriefing - Mary Brown, Capitol Hill Elementary, Oklahoma City, OK
1-5-01 to 2-2-01	Preparing for CDA - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK
2-9-01 to 3-9-01	Health & Safety - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK
3-23-01 to 4-20-01	Art: A Creative Expression - Suzy Gibson, Wesley United Methodist Church, Oklahoma City, OK

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Author(s): Donna Castle Richardson, Ed.D., et al

Corporate Source: Oklahoma City University
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Publication Date: July 2001

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